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ABSTRACT

The catalogue describes approximately 180 products developed by the Regional Resource Centers (RRCs), a network of centers designed to provide technical assistance to state education agencies in serving handicapped children and youth. Information on the products includes title, author/editor/preparer, date, page numbers, language, publication type, subject descriptors (from the ERIC Thesaurus), abstract, publisher, and credits. Frequently information is also included on availability and related documents. Product summaries are organized alphabetically by the originating RRC. Alphabetical and subject indexes are also included. Sample topics addressed include agency cooperation, educational assessment, parent-teacher cooperation, mainstreaming, severe disabilities, and vocational education. (CL)

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SPECIAL EDUCATION RRC PROGRAM ASSISTANCE PRODUCTS

Catalog: 1980-1983

prepared by:

The Mid-Atlantic Regional Resource Center
The George Washington University
Washington, D.C. 20052

in response to:

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INTRODUCTION

Regional Resource Centers, authorized by P.L. 91-230 to provide technical assistance to state education agencies and to support SEA efforts to provide comprehensive educational services to handicapped children and youth, have been in operation since 1969. Throughout the evolution of the RRC program, increased attention has been focused on the products that have resulted from technical assistance activities. Products (and information about them) have been identified, documented, stored, and disseminated in an effort to promote sharing among the RRCs and with the educational community, and to eliminate duplication of effort from region to region as much as possible. The Mid-Atlantic Regional Resource Center was assigned this responsibility for products developed by all 12 RRCs in operation during the contract period 9/1/80 through 5/31/83. The main criteria for identifying and selecting materials was that federal funds supporting the RRC contracts were used, at least in part, in development of these program assistance materials.

There were other products in the 1980-83 contract cycle which are not included herein. They are directly related to the "spheres of expertise" identified with each RRC and may be considered a more generalized form of program assistance. Also excluded were administrative reports.

One result of MARRC's efforts is the establishment of a "library" of RRC-developed products which has been transferred to the RRCs' sponsoring agency, USDE/OSERS/SEP/DAS/PAB/RRC Section. Section Chief Etta Waugh (Washington, DC 20202 or 202/426-1962) may be contacted after you have tried ERIC, the originating RRC (see separate listing), and its client (using the information contained in the summary of the document in which you are interested). Not all the products which were identified and documented are part of this collection. For a variety of reasons copies of some were not available.

A second by-product of this activity is the dissemination of some products to ERIC with the concurrence of the originating RRC, for possible inclusion in their system. The review process by ERIC is ongoing at this time. As the process may take up to 8 months to complete (from receipt of product to announcement of inclusion), it may not be known until early in 1984 which products are available through ERIC.

Another outcome is this compilation of product summaries containing bibliographic and content information about 179 products identified by MARRC in conjunction with each RRC. The format for the product summaries was determined based on information requested by the sponsoring agency. Ten fields are standard and included in every product summary (Title, Author/Editor/Preparer, Date, Pages, Language, Publication Type, Subject Descriptors, Abstract, Publisher, Credits); four fields are optional (Series, Related Documents, Available From, RRC ID). In some cases copies of products were not available; however, product summaries were prepared based on information supplied by the originating RRC, and a note appears in the summary for each

such item.

The product summaries are organized alphabetically by originating RRC and are paginated by a two-part code: the region number of the developing RRC, and the sequence the summary has within each group. For example, 7-19 indicates that the product summary belongs to the region 7 RRC (UMRRC) and is the 19th summary in the UMRRC section. An alphabetical title index is included.

The Thesaurus of ERIC Descriptors (Completely Revised 1980) was the reference used when selecting "Publication Type" and "Subject Descriptors". Definitions applied to descriptors in the ERIC Thesaurus are also applicable to the descriptors used in this product. Following the example of the ERIC Thesaurus, subject descriptors are presented in a "rotated" listing. This means that subject descriptors are listed alphabetically by each word in the descriptor phrase. For example, the descriptor "early childhood education" is listed three times in the alphabetical display: once under "early", once under "childhood", and once under "education". This listing contains page references to product summaries.

RRC 1983 Transformation

New contracts:	Completed contracts:
1. North-East ~~New England~~ RRC (R1)[a] Dr. Ken Baker 802/658-5036 Trinity College Burlington, VT 05401	Spec. Ed. Res. Ctr.(R2)[b] Dr. Doug Biklen 315/423-1880 Syracuse University Syracuse, NY 13210
2. Mid-South RRC (R4) Bob Sterrett 606/237-7937 Univ. of Kentucky Lexington, Ky. 40506	Mid-Atlantic RRC (R3)[c] Dr. Ray Cottrell 202/676-7200 Geo. Washington Univ. Washington, D.C. 20052
3. So. Atlantic RRC (R5) Dr. Tim Kelly 305/473-6106 Florida Atlantic Univ. Plantation, Fla. 33322	Southwest RRC (R8) Dr. Marianne Vaughn c/o Terry Simoneaux 504/342-1193 Louisiana SEA Baton Rouge, LA 70804
4. Great Lakes Area RRC ~~Tri-State MRRC~~ (R6) Dr. Larry Magliocca 614/267-6396 Ohio State Univ. Columbus, Ohio 43210	Upper Midwest RRC (R7) Dr. Richard Weatherman 612/376-3533 Univ. of Minnesota Minneapolis, MN 55455
5. ~~Inter-~~Mtn. Plains RRC (R10) Dr. Glenn Latham 801/750-1171 Utah State Univ. Logan, Utah 84322	Midwest RRC (R9) Dr. Ray Feltner 515/271-3936 Drake University Des Moines, Iowa 50311
6. Western ~~Northwest~~ RRC (R12) Dr. Larry Carlson 503/686-5641 Univ. of Oregon Eugene, OR 97401	RRC West (R11) Dr. Judy Grayson ~~213/381-5231~~ Univ. of So. Calif. Los Angeles, Calif. 90007

SEP/DAS/PAB/RRC Section Chief Etta Waugh 202/426-1962

Notes:

a. Former regional numbers are in parentheses; with exceptions as noted below, the enlarged regions contain the states served by the two centers in each row.

b. Puerto Rico and the Virgin Islands are now included in region 3.

c. Pennsylvania now included in region 4.

TITLE INDEX

An Analysis of Studies of Special Education Financing 4-1
Another Look at Rural Special Education 11-1
Applications of Microcomputers for Special Education Administration 7-1
Arizona Special Education Graduation Task Force Report 11-2
Assessment Procedures and Materials for Children with Special Needs in American Samoa: Six to Twenty-one Years 12-1
Autism Sourcebook For Parents and Professionals 7-2

Brief Notes on Current Legal Decisions, Hearing Officer Decisions and Reviews, OSE and OCR Policy Determinations 1-4
Building Futures 4-2

C Bar V Ranches, A Public School for the Handicapped *10-1
A Calendar of Activities For Parents of Handicapped Students, 1983-1984: Developmentally Young 3-1
A Calendar of Activities For Parents of Handicapped Students, 1983-1984: Early Stimulation 3-2
A Calendar of Activities For Parents of Handicapped Students, 1983-1984: Intermediate 3-3
A Calendar of Activities For Parents of Handicapped Students, 1983-1984: Secondary 3-4
Career and Vocational Education for Handicapped Students: A Curriculum Framework 2-1
Career Development for Handicapped Students 3-5
Careers in Special Education 10-2
Causes and Treatment of Chemical Abuse: A Guide for Educational Personnel 7-3
The Challenge of Integrating Students with Severe Disabilities. Human Policy Reports: An Action Series 2-2
The Changing Nature of Assessment in Public Schools: Trends 12-9
Child Find 3-6
Child-Parent-Educator: The Link to Success 9-1
Colorado Technology Workshop 10-3
Communication Skills Workshop (DRAFT) *9-2
A Compendium of Information About Least Restrictive Enviornment For Members of Evaluation and Placement Teams *1-1
Conference In the Glade: Institutions of Higher Education and State Department of Education, Fairfield Glade, Tennessee *4-3
Conflict Management Workshop 1-2
Connecticut Procedural Safeguards: School District Checklist 1-3
A Continuum of Services for Emotionally Handicapped Students 6-1
Cooperating for Special Education in Kentucky 4-4
Counseling Special Students Newsletter 9-22
Counseling Special Students: An Activity Book for Encouraging Positive Interaction Between Non-Handicapped and Handicapped Students 9-3
Counseling Special Students: Building Better Partnerships Between Parents and Educators 9-4

Counseling Special Students: Career Education and the Special Student - An Activity Book 9-5
Counseling Special Students: Individual and Group Counseling with Special Students 9-6
Curriculum Guides For General Learning Disabilities Students: Program Assistance Report No. 5 7-4

Directory of New Hampshire Public Programs for Moderately to Severely Handicapped Students: 1981-1982 1-5
A Discussion of Interagency Collaboration: Part I--Planning for Change 3-7
A Discussion of Interagency Collaboration: Part II--Bridges and Barriers to Local Implementation 3-8
Discussion Paper: Proposed Block Grant or Consolidation Legislation 1-6

ED Status Study of Vermont Capacity to Serve ED Students *1-7
Education of the Severely Handicapped: A Cognitive Roadmap for the 1980's 7-5
Eleven Matrices: To Assist the Implementation of AB2394 Joint Funding for Education of California Handicapped Children Act of 1980 *11-3
Exemplary Special Education Programs in Louisiana Schools: Procedural Handbook for the Identification and Support of Exemplary Programs (DRAFT) 8-1

Facilitator's Manual for "Conflict Resolution Between Families and Schools: A Training Program for Parents and Educators" 11-4
50 Additional Resources for Counselors - A Guide for Locating Materials for Special Education Students, Addendum 9-7
For Parents of Exceptional Students . . . An Information Series 5-1
For Parents of Handicapped Children: Tips for Working With School Personnel 7-6
For Special Educators: Tips for Working with Regular Classroom Teachers 7-7
From Compliance to Quality: A Workshop on Leadership Issues and Strategies in Special Education (DRAFT) 2-3
The Future Role of Special Education Within Regular Education 7-8

A Guide to Services for the Hearing Impaired in Connecticut; Guia de Servicios para las Personas con Impedimentos Auditivos en Connecticut 1-8
A Guide to Local Interagency Collaboration 11-5

Hand-in-Hand: Parents and Educators Building a Partnership 3-9
How to Organize and Implement a Local Special Education Advisory Council: A Handbook for Special Education Administrators and Parent Representatives on Local Councils 9-8

Illinois Alliance for Exceptional Children Multi-Media Information System (DRAFT) 6-2

Illinois Multi-Media Dissemination Resource Book (DRAFT) 6-3
The Impartial Hearing Officer: A Procedural Safeguards Training Manual for Utah 10-4
The Impartial Hearing Officer: A Procedural Safeguards Training Manual for Wyoming 10-5
Important Facts for the Parent of an Exceptional Child; Hecos Importantes Para Los Padres de Ninos Excepcionales 8-2
Increasing the Effectiveness of Multi-Disciplinary ILP Teams 9-9
Index of Adaptive Behavior Scales 4-5
Indiana Guide to Federal Officials 6-4
Information Packet from the Arizona Conference on Recruitment and Retention of Special Education Personnel in Rural, Remote Areas 11-6
Interagency Agreement Process 3-10
Interagency Collaboration: Strategies & Resources for Facilitors -- Bridges and Barriers 3-11
The Interagency Cooperation for the Emotionally Handicapped NETWORK RESOURCE EXCHANGE 6-5
An Introduction to SpecialNet 4-6

Kentucky School for the Blind 4-7
Kentucky School for the Deaf 4-8

The Least Restrictive Environment: Its Application to Education. Human Policy Reports: An Action Series 2-4

Mainstreaming In Vermont: An Annotated Resource List 1-9
Mainstreaming Inservice Packet 8-3
Making Integration Work: Strategies for Educating Students With Severe Disabilities In Regular Schools. Human Policy Reports: An Action Series. 2-5
Management Computer System User's Manual 12-2
Managerial Applications of the Microcomputer for Special Education Teachers 7-9
Metropolitan Madison Public Schools: A Model Integrated Program for Children with Severe Disabilities. Human Policy Reports: An Action Series 2-6
Monograph 1: Myths of Behavioral Disorders 9-10
Monograph 2: Developing A School Program for Behaviorally Disordered Students 9-11
Monograph 3: Establishing a Program for Behaviorally Disordered Students: Alternatives to Consider, Components to Include, and Strategies for Building Support 9-12
Monograph 4: Reintegrating Behaviorally Disordered Students Into General Education Classrooms 9-13
Monograph 5: Positive Approaches to Behavior Management 9-14
Monograph 6: Practical Approaches for Documenting Behavioral Progress of Behaviorally Disordered Students 9-15
Monograph 7: Excerpts From: Disciplinary Exclusion of Seriously Emotionally Disturbed Children from Public Schools 9-16
A Multidisciplinary Team Approach to Evaluation and Placement of Handicapped Children: Presenter's Handbook & Participant Handbook (DRAFT) 6-6

Needs Assessment Process Model for Inservice Training (DRAFT) 6-7
A Networking Directory for Local Interagency Collaboration 11-7

101 Resources for Counselors: A Guide for Locating Materials for Special Education Students 9-17
Opportunity for Kentucky's Visually Impaired Children at the Kentucky School for the Blind 4-9

The Parent Advisory Committee (PAC): Parental Involvement (DRAFT) 6-8
Parent Awareness Handbook and Training Materials *1-10
Parent Helper: Handicapped Children Birth to Five 3-12
Parent Helper: Handicapped Children Birth to Five. Cognition 3-13
Parent Helper: Handicapped Children Birth to Five. Communication 3-14
Parent Helper: Handicapped Children Birth to Five. Socialization 3-15
Parent Involvement: A Practical Guide About How To Involve Parents of Children With Disabilities in The Public Schools. Human Policy Reports: An Action Series 2-7
Parent/Professional Relations: A Workshop for Parents 12-3
Parent Surrogate Handbook 3-16
Policy Options For Serving Autistic-Like Children In Rural Areas: Program Assistance Report No. 8 7-10
Preschool Vision Screening Kit 5-2

Prevocational Skills: A Resource Guide 3-17
Principal's Desk Reference to the Education of Handicapped Children 5-3
Procedural Guide for Early Childhood Screening *1-11
Proceedings. The Infant Symposium: Educating Young Handicapped Children. August 13-14, 1982 3-18
Program Audit Guide of Educational and Related Services for Handicapped Children (DRAFT II) 2-8
Programming For Emotionally Disturbed Students In Rural Public Schools: Conference Proceedings. Program Assistance Report No. 6 7-11
Programs, Practices, and Resources for Improving Vocational Education for Disabled Students 11-8
Prospectives for Early Childhood Education: Resource Packet 3-19
Public Education For Children With Severe, Profound, and Multiple Disabilities: The Least Restrictive Environment. Human Policy Reports: An Action Series 2-9
Public Law 94-142: What Does It Mean for the Classroom Teacher? 7-12

Quality Monitoring System *1-12

A Rationale to Be Used in the Development of Criteria for the Placement of Hearing-Impaired Children in School Programs *11-9

Recruiting, Screening, Interviewing, and Selecting Special Education Personnel for Rural Areas: Participants' Handbook for the Nevada Conference on Recruitment and Retention of Special Education Personnel for Remote, Rural Areas 11-10
Recruitment of Special Education Personnel 10-6
Related Education Services Information System (RESIS): Operation Manual -- System 310 4-10
Report form the July 1982 Assessment Conference 12-10
Report on a Survey of Interagency Collaboration Serving Emotionally Handicapped Children in Indiana (DRAFT) 6-9
Research and Theory on Adaptive Behavior Scales 4-11
Research Review and Recommendations Regarding Extended School Year Programming for Handicapped Pupils 6-10
Resource Catalogue: Educating Behaviorally Disordered and Emotionally Disturbed Pupils. Program Assistance Report No. 11 7-13
Resource Catalogue: Identification and Assessment of Preschool Handicapped Birth to Three. Program Assistance Report No. 7 7-14
Resource Catalogue for Teachers of Severely Handicapped Students: Program Assistance Report No. 10 7-15
Resource Materials: The Emotionally Disturbed Student in the Education Setting (DRAFT) 8-4
Resources for Task Force on Multi-Cultural Assessment 4-12
A Review and Analysis of Selected State Interagency Agreements: Departments of Education and Corrections 12-4
Review and Recommendations Regarding Revision of Indiana's Current State Definition of Severely Emotionally Handicapped 6-11
Rights With Responsibilities: A Training Conference for Iowa Parents and Special Educators *9-18
The Role of The School Psychologist Relative to Comprehensive Multidisciplinary Assessment: The State of the Art 12-5

School Based Model for the Mildly Handicapped 2-10
Screening and Assessing Limited English Proficient Students: Model Procedures and Practices *11-11
Secondary/Interagency Conference: July 21-23, 1981 *4-13
A Series of Professional Training Modules on the Education of Severely Handicapped Learners: An Update on Educational Best Practices 7-16
A Seven State Survey of Policies for the Transportation of Handicapped Students 6-12
Special Education Needs Assessment Process Model (DRAFT) 6-13
Special Education Program Placement Practices: A Statistical Study of Day/Residential, In-State/Out-of-State, and Least Restrictive Placements (DRAFT) 6-14
The Specialists Who Help Your Child 4-14
Specific Learning Disabilities: Technical Assistance Paper 4 12-6
Staff Development Needs in Special Education: A Minnesota Study. Program Assistance Report No. 9 7-17
Starter: A Notebook for New Teachers 4-15
State of the Art: Non-discriminatory Assessment Techniques *1-13
State of the Art: Successful Practices for Secondary/Vocational Programs for Handicapped *1-14
State Regulations and Policies Regarding Instructionally Related Services: Program Assistance Report No. 4 7-18

State Regulations and Policies Regarding Interagency Agreements for Special Education Instruction: Program Assistance Report No. 3 7-19
State Regulations and Policies Regarding Supervision of Special Education Staff: Program Assistance Report No. 2 7-20
State Regulations and Policies Regarding the Provision of Service To Children In Out-of-School Placements: Program Assistance Report No. 1 7-21
State of Washington Physical Education for Handicapped Individuals Inservice Training Modules 12-7
Strategies and Procedures for Educational Programming of Secondary Handicapped Students in Oklahoma (DRAFT) 8-5
A Study of Interagency Services at Fairview Hospital and Training Center 12-8
Summer Institute: Issues in Management -- Canaan Valley State Park, August 10-14, 1981 3-20
Supervisors Handbook *5-4
Survey of Administrative Practices Related to the Non-Supplanting Requirements of P. L. 94-142 11-12

The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 1 -- Introduction and Definitions 1-15
The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 2 -- The Program Planning Process 1-16
The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 3 -- Cost Analysis, A Program Budget Format 1-17
The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 4 -- Instructional Strategies for Vocational/Special Needs 1-18
The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 5 -- New Hampshire Secondary Special Education Programs with Ideas to Share 1-19
The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 6 -- Pre-Service Training for New Hampshire Secondary Special Educators 1-20
The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 7 -- Inservice Education for New Hampshire Secondary Educators 1-21
The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 8 -- Vocational Education: Preparing for the World of Work 1-22
The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 9 -- Vocational Assessment and Evaluation for Placement of Educationally Handicapped Students in Vocational Programs 1-23
Technology Literature Review 10-7
Tennessee State Plan: Education of Hearing Impaired Children Ages 0-21 4-16
That All May Enter: A Resource Book for Ministering to Persons with Disabilities 9-21
31 Abstracts from 101 Resources For Coundelors and 50 Additional Resources - Guides for Locating Materials for Special Education Students 9-19

Toward A Comprehensive System of Personnel Development 4-17
Traditional Barriers To Educational Opportunity: Unserved/Underserved Children and Young People in Special Education. Human Policy Reports: An Action Series 2-11
Trainer's Guide for "Students with Exceptional Needs in Work Experience Education Programs" 11-13
Training Activities for Preparing Students to Educate the Handicapped 9-20
Training Materials for Working with Parents and Advocates: The Mandate and Their Role *1-24
Training Materials on Mediation Techniques and Hearing Officer Training *1-25
Training Package: Legislative Implications *1-26
Training Package to Assist School Personnel in the Effective Use of the "Parent and Student Rights for a Special Education" Booklet 8-6
Training Personnel to Design, Implement and Evaluate Inservice Activities 8-7
Tri-State Midwest Regional Resource Center: Illinois Edition, 1981 6-15

Using Consultants 7-22

Vision and Hearing Screening of the Severely Handicapped: A Resource Guide 11-14
Vocational Education for Handicapped Youth: An Idea Packet 10-8

A Workable Approach to Prevocational Training for Severely Handicapped Students 7-23

Your Child's Education 4-18
Your Child's Records 4-19

* Copies of these materials are not included in the collection; they are available, if at all, only from the originating Regional Resource Center, its client, or ERIC.

SUBJECT INDEX

Abuse, Drug	7-3
Activities, Learning	3-1, 3-2, 3-3, 3-4, 3-12, 3-13, 3-14, 3-15
Administration, Educational	5-4, 7-1
Advisory Committees	6-8, 9-8
Agency Cooperation	3-7, 3-8, 3-10, 3-11, 4-13, 6-5, 6-9, 7-19, 11-5, 11-7, 12-4, 12-8
Alcoholism	7-3
Ancillary School Services	1-4, 7-18
Assessment, Educational	1-13, 4-12, 7-14, 11-11, 12-1, 12-5, 12-9, 12-10
Assessment, Needs	6-7, 6-13
Assistance, Technical	6-15
Attitudes, Student	9-3
Autism	7-2, 7-10
Beginning Teachers	4-15
Behavior Problems	7-3, 9-10, 9-11, 9-12, 9-13, 9-14, 9-15
Career Development	3-5
Career Education	9-5
Child Development Specialists	4-14
Childhood Education, Early	1-11, 3-1, 3-2, 3-12, 3-13, 3-14, 3-15, 3-19
Children, Preschool	7-14
Committees, Advisory	6-8, 9-8
Communication Skills	7-7, 9-2
Communications Systems, Telephone	4-6
Community Resources	6-3
Community Services	4-10
Compliance (Legal)	1-3, 1-12
Conferences, Parent Teacher	12-3
Conflict Resolution	1-2, 3-10, 11-4
Consultants	7-22
Cooperation, Agency	3-7, 3-8, 3-10, 3-11, 4-13, 6-5, 6-9, 7-19, 11-5, 11-7, 12-4, 12-8
Cooperation, Educational	4-4
Cooperation, Parent Teacher	2-7, 3-9, 9-2, 9-4, 9-18
Counseling, School	9-7, 9-17, 9-19
Counseling Techniques	9-6
Counselor Role	9-4, 9-5, 9-22
Cultural Pluralism	4-11, 4-12, 12-10

Development, Career 3-5
Development, Management 3-20
Development Specialists, Child 4-14
Development, Staff 4-3, 4-17, 7-17
Diagnosis, Educational 2-10
Disabilities, Learning 7-4, 12-6
Disabilities, Severe 1-5, 2-2, 2-4, 2-5, 2-6, 2-9, 7-5, 7-15, 7-16, 7-23, 11-14, 12-8

Dissemination, Information 6-3
Disturbances, Emotional 1-7, 6-1, 6-9, 6-11, 7-11, 7-13, 8-4, 9-16

Drug Abuse 7-3
Due Process 1-3, 1-25, 3-16, 10-4, 10-5

Early Childhood Education 1-11, 3-1, 3-2, 3-12, 3-13, 3-14, 3-15, 3-19

Education, Career 9-5
Education, Early Childhood 1-11, 3-1, 3-2, 3-12, 3-13, 3-14, 3-15, 3-19

Education, Elementary Secondary 3-3, 3-4
Education, Inservice 6-7, 7-16, 8-3, 8-7, 12-7
Education, Physical 12-7
Education, Preschool 3-18
Education, Preservice Teacher 9-20
Education, Prevocational 3-17, 7-23, 10-1
Education, Rural 7-10, 7-11, 11-1
Education, Secondary 1-15, 1-16, 1-17, 1-18, 1-19, 1-20, 1-21, 1-22, 1-23

Education, Vocational 1-14, 2-1, 8-5, 10-8, 11-8
Educational Administration 5-4, 7-1
Educational Assessment 1-13, 4-12, 7-14, 11-11, 12-1, 12-5, 12-9, 12-10

Educational Cooperation 4-4
Educational Diagnosis 2-10
Educational Finance 1-17
Educational Opportunities 2-11
Educational Technology 10-3, 10-7
Elementary Secondary Education 3-3, 3-4
Emotional Disturbances 1-7, 6-1, 6-9, 6-11, 7-11 7-13, 8-4, 9-16

English Speaking, Non 11-11
Evaluation, Program 1-12, 2-8
Experience Programs, Work 11-13
Extended School Year 6-10

Federal Government 6-4
Federal Legislation 1-6, 1-26, 7-12
Finance, Educational 1-17
Financial Policy 1-6, 4-1, 11-12
Financial Support 11-3

Government, Federal	6-4
Graduation Requirements	1-4, 11-2
Handicap Identification	3-6, 5-3, 11-14
Hearing Impairments	1-8, 4-2, 4-8, 4-16, 11-9, 11-14
Identification, Handicap	3-6, 5-3, 11-14
Impairments, Hearing	1-8, 4-2, 4-8, 4-16, 11-9, 11-14
Impairments, Visual	4-7, 4-9, 5-2, 11-14
(Individuals), Measurement	4-5, 4-11
Information Dissemination	6-3
Information Processing	4-10
Information Services	6-2
Information Systems, Management	12-2
Inservice Education	6-7, 7-16, 8-3, 8-7, 12-7
Instructional Materials	9-7, 9-17, 9-19
Instructional Responsibility, Non	7-18
Interprofessional Relationship	7-7
Job Placement	7-23, 10-8
Leadership Training	2-3
Learning Activities	3-1, 3-2, 3-3, 3-4, 3-12, 3-13, 3-14, 3-15
Learning Disabilities	7-4, 12-6
(Legal), Compliance	1-3, 1-12
Legislation, Federal	1-6, 1-26, 7-12
Legislation, State	7-18, 7-19, 7-20, 7-21, 11-3
Long Range Planning	7-8
Mainstreaming	1-1, 1-9, 2-2, 2-4, 2-5, 2-6, 2-9, 5-3, 6-14 8-3, 9-3, 9-13
Management Development	3-20
Management Information Systems	12-2
Materials, Instructional	9-7, 9-17, 9-19
Measurement (Individuals)	4-5, 4-11
Microcomputers	7-1, 7-9
Needs Assessment	6-7, 6-13
Non English Speaking	11-11
Noninstructional Responsibility	7-18
Occupations, Professional	10-2
Opportunities, Educational	2-11
Organizations, Religious	9-21

Parent Participation	1-10, 2-7, 3-12, 3-13, 3-14, 3-15, 5-1, 6-4, 6-8, 7-6, 9-8
Parent Responsibilities	1-24, 4-14, 4-18, 4-19, 8-2, 8-6, 9-18
Parent School Relationship	1-2, 7-6, 8-6, 9-1, 11-4, 12-3
Parent Teacher Conferences	12-3
Parent Teacher Cooperation	2-7, 3-9, 9-2, 9-4, 9-18
Participation, Parent	1-10, 2-7, 3-12, 3-13, 3-14, 3-15, 5-1, 6-4, 6-8, 7-6, 9-8
Physical Education	12-7
Placement, Job	7-23, 10-8
Placement, Student	1-1, 6-6, 6-14, 7-21, 11-9
Planning, Long Range	7-8
Pluralism, Cultural	4-11, 4-12, 12-10
Policy, Financial	1-6, 4-1, 11-12
Preschool Children	7-14
Preschool Education	3-18
Preschool Tests	5-2
Preservice Teacher Education	9-20
Prevocational Education	3-17, 7-23, 10-1
Principals	5-3
Problems, Behavior	7-3, 9-10, 9-11, 9-12, 9-13, 9-14, 9-15
Process, Due	1-3, 1-25, 3-16, 10-4, 10-5
Processing, Information	4-10
Professional Occupations	10-2
Program Evaluation	1-12, 2-8
Programs, Validated	8-1
Programs, Work Experience	11-1?
Psychologists, School	12-5
Recruitment	10-6, 11-6, 11-10
Relationship, Interprofessional	7-7
Relationship, Parent School	1-2, 7-6, 8-6, 9-1, 11-4, 12-3
Religious Organizations	9-21
Requirements, Graduation	1-4, 11-2
Residential Schools	4-2, 4-8
Resolution, Conflict	1-2, 3-10, 11-4
Resources, Community	6-3
Responsibilities, Parent	1-24, 4-14, 4-18, 4-19, 8-2, 8-6, 9-18
Responsibility, Noninstructional	7-18
Role, Counselor	9-4, 9-5
Rural Education	7-10, 7-11, 11-1
Rural Schools	11-6, 11-10

School Counseling 9-7, 9-17, 9-19
School Psychologists 12-5
School Relationship, Parent 1-2, 7-6, 8-6, 9-1, 11-4, 12-3
School Services, Ancillary 1-4, 7-18
School Year, Extended 6-10
Schools, Residential 4-2, 4-8
Schools, Rural 11-6, 11-10
Schools, State 4-7, 4-8, 4-9
Schools, Year Round 10-1
Secondary Education 1-15, 1-16, 1-17, 1-18, 1-19, 1-20, 1-21, 1-22, 1-23
Secondary Education, Elementary 3-3, 3-4
Services, Ancillary School 1-4, 7-18
Services, Community 4-10
Services, Information 6-2
Severe Disabilities 1-5, 2-2, 2-4, 2-5, 2-6, 2-9, 7-5, 7-15, 7-16, 7-23, 11-14, 12-8
Skills, Communication 7-7, 9-2
Speaking, Non English 11-11
Specialists, Child Development 4-14
Staff Development 4-3, 4-17, 7-17
State Legislation 7-18, 7-19, 7-20, 7-21, 11-3
State Schools 4-7, 4-8, 4-9
Student Attitudes 9-3
Student Placement 1-1, 6-6, 6-14, 7-21, 11-9
Student Transportation 6-12
Supervision, Teacher 7-20
Support, Financial 11-3
Suspension 1-4, 9-16
Systems, Management Information 12-2
Systems, Telephone Communications 4-6

Teacher Conferences, Parent 12-3
Teacher Cooperation, Parent 2-7, 3-9, 9-2, 9-4, 9-18
Teacher Education, Preservice 9-20
Teacher Supervision 7-20
Teachers, Beginning 4-15
Team Training 6-6, 9-9
Technical Assistance 6-15
Techniques, Counseling 9-6
Technology, Educational 10-3, 10-7
Telephone Communications Systems 4-6
Tests, Preschool 5-2
Training, Leadership 2-3
Training, Team 6-6, 9-9
Transportation, Student 6-12

Validated Programs	8-1
Visual Impairments	4-7, 4-9, 5-2, 11-14
Vocational Education	1-14, 2-1, 8-5, 10-8, 11-8
Work Experience Programs	11-13
Year, Extended School	6-10
Year Round Schools	10-1

TITLE: A Compendium of Information About Least Restrictive Environment For Members of Evaluation and Placement Teams

AUTHOR(S): D'Amico, Marguerite; Sweetser, Carolyn

DATE: May, 1981 PP: 69 LANGUAGE: English

PUBLICATION TYPE: Reference Materials

SUBJECT DESCRIPTORS:

ABSTRACT:

PUBLISHER: Education Development Associates

AVAILABLE FROM: New England Regional Resource Center
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CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-NH-04-03

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B-553

TITLE: Conflict Management Workshop

AUTHOR(S): New England Regional Resource Center

DATE: 1982 PP: 50 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Conflict Resolution, Communication Skills, Cooperative Planning, Parent Participation, Parent School Relationship

ABSTRACT: The purpose of this training package is to: (1) foster a positive attitude toward sharing education decision-making; (2) provide a forum for parents and educators to discuss the opportunities and problems inherent in the conflict management and to increase the trust level; and (3) provide an opportunity to practice joint planning of conflict resolution techniques.

The packet consists of three parts: (1) a set of visuals which define conflict, identify strategies for recognizing and managing conflict, and outline six steps to take to resolve problems collaboratively; (2) "Ice Breaker: 'Tea Party'", an activity designed to give participants an opportunity to get to know one another in a relaxed way by completing such statements as "One thing I expect to learn in this workshop is ... "; and (3) "Seeing Each Other's Perspective", an activity designed to give participants an appreciation of the different viewpoints that parents and school personnel bring to team meetings. (MAS /author, 8/31/82).

PUBLISHER: New England Regional Resource Center
Trinity College
Burlington, VT 05401
(802) 658-5036

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-CT-03-02

D-166

TITLE: Connecticut Procedural Safeguards: School District Checklist

PREPARER(S): Kamil, Bobbi L., Ph.D.

DATE: May, 1981 PP: 6 LANGUAGE: English

PUBLICATION TYPE: Information Analyses; Regulatory Materials

SUBJECT DESCRIPTORS: State Legislation (Connecticut), Due Process, Educational Strategies, Compliance (Legal)

ABSTRACT: Connecticut State statutes are analyzed in chart form with respect to the procedural safeguards which must be taken for students with identified handicaps as well as for students with suspected handicaps

"Good Practices" are recommended for dealing with parents of these students to help assure school compliance with specific requirements. (MAS, 8/30/82)

PUBLISHER: New England Regional Resource Center
Trinity College
Burlington, VT 05401

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-CT-02-02

G-298
C-172

TITLE: Brief Notes on Current Legal Decisions, Hearing Officer Decisions and Reviews, OSE and OCR Policy Determinations

PREPARER(S): Kamil, Bobbi L.

DATE: April 24, 1981 PP: 12 LANGUAGE: English

PUBLICATION TYPE: Legal Materials; Information Analyses

SUBJECT DESCRIPTORS: Court Litigation, Ancillary School Services, Suspension, Expulsion, Extended School Year, Graduation Requirements

ABSTRACT: This discussion paper outlines current trends and interpretations of Public Law 94-142 and Section 504 of the Rehabilitation Act of 1973. The citations are extracted from the Education of the Handicapped Law Report and focus on several issues (related services, suspension and expulsion, extended school year, and graduation/diplomas). (MAS, 8/20/82)

PUBLISHER: New England Regional Resource Center
Trinity College
Burlington, Vermont 05401

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-CT-02-02

G-299

TITLE: Directory of New Hampshire Public Programs for Moderately to Severely Handicapped Students: 1981-1982

PREPARER(S): Special Education Administrator Task Force

DATE: 1981 PP: 193 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- Directories

SUBJECT DESCRIPTORS: Special Education, Severe Disabilities, Program Descriptions

ABSTRACT: This directory was compiled by members of the Special Education Administration Task Force for two purposes: (1) To provide assistance to school district personnel interested in developing additional programs for moderately to severely handicapped students, through informing them of existing programs which might be adapted for their districts, and to identify program personnel who can serve as technical assistance resources. (2) To identify existing programs which can accept out-of-district students who are difficult to serve in their home districts, due to such factors as low incidence of handicapping conditions.

The 88 program descriptions included address categories of exceptionality served, program level, age range, related services available, major program components, and contact information. (MAS, 8/20/82)

PUBLISHER: New England Regional Resource Center
Trinity College
Burlington, Vermont 05401

CREDITS: U. S. Department of Education Office of Special Education; Contract #300-80-0721; PAA #01-NH-03-02

G-297

TITLE: Discussion Paper: Proposed Block Grant or Consolidation Legislation

PREPARER(S): New England Regional Resource Center; Vermont State Department of Education, Division of Special Education

DATE: May 27, 1981 PP: 7 LANGUAGE: English

PUBLICATION TYPE: Information Analyses; Legislative Materials

SUBJECT DESCRIPTORS: Federal Legislation

ABSTRACT: This discussion paper, prepared for the Vermont State Department of Education, Division of Special Education, provides an overview of the Elementary and Secondary Consolidation Act of 1981, Title I, II, III--General Provisions. Its purpose, funding mechanism and the activities authorized under the legislation are outlined and then differences and similarities with preceeding legislation and implications for the future are analyzed. (MAS, 8/30/82)

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Burlington, VT 05401
(802) 658-0337

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-RW-02-01

TITLE: ED Status Study of Vermont Capacity to Serve ED Students

AUTHOR(S): Udis, Jon; Baker, Lynne

DATE: March 1, 1981 PP: 22 LANGUAGE: English

PUBLICATION TYPE: Information Analyses

SUBJECT DESCRIPTORS:

ABSTRACT:

PUBLISHER: New England Regional Resource Center
Trinity College
Burlington, VT 05401

CREDITS: U. S. Department of Education, Office of Special Education, Contract #300-80-0721; PAA #01-VT-01-02

N.B.: A copy of this material was not available to MARRC, therefore, no content information was prepared. To acquire copies or for additional information, contact the originating RRC or its client.

G-308 A
G-308 B

TITLE: A Guide To Services for the Hearing Impaired in Connecticut; Guia de Servicios para las Personas con Impedimentos Auditivos en Connecticut

AUTHOR(S): American School for the Deaf

DATE: 1981, Second Edition PP: 108 LANGUAGE: English; Spanish

PUBLICATION TYPE: Reference Materials--Directories

SUBJECT DESCRIPTORS: Hearing Impairments, Program Descriptions, Information Services

ABSTRACT: This handbook is designed for use by organizations and agencies who work with the hearing impaired, as well as deaf or hearing impaired individuals, members of their families and their friends. The GUIDE tries to list all places where Connecticut residents with hearing problems can find help, education or recreation specifically geared to their needs. Therefore, a number of out-of-state organizations are listed if they offer special services not available in Connecticut, or give interested persons access to national resources that cover this state as well. Educational and non-educational programs are included as well as print and non-print sources of information. (author, 5/81)

PUBLISHER: Connecticut State Dept. of Education
Bureau of Student Services
P.O. Box 2219
Hartford, Ct. 06115

RRC ID: New England Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0741; PAA #01-CT-03-01

27

C-183

TITLE: Mainstreaming In Vermont: An Annotated Resource List

PREPARER(S): Vermont Association for Retarded Citizens; New England Regional Resource Center; Vermont Department of Education, Division of Special Education

DATE: July, 1982 PP: 11 LANGUAGE: English

PUBLICATION TYPE: Reference Materials--Directories

SUBJECT DESCRIPTORS: Exceptional Persons, Mainstreaming, Public Schools, Program Descriptions

ABSTRACT: A survey was conducted in Vermont in January, 1982, by the Vermont Association for Retarded Citizens to locate programs where handicapped individuals were included with their non-handicapped peers. The result is this document intended for use by parents and professionals interested in alternative ways of implementing a mainstream philosophy. The programs described are primarily educational and address a wide range of ages. (MAS, 5/29/83)

PUBLISHER: New England Regional Resource Center
Trinity College
Burlington, VT 05401

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-VT-03-01

TITLE: Parent Awareness Handbook and Training Materials

PREPARER(S): New England Regional Resource Center

DATE: May, 1982 PP: 32 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS:

ABSTRACT:

PUBLISHER: New England Regional Resource Center
Trinity College
Burlington, VT 05401

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N.B.: A copy of this material was not available to MARRC, therefore, no content information was prepared. To acquire copies or for additional information, contact the originating RRC or its client.

TITLE: Procedural Guide for Early Childhood Screening

PREPARER(S): New England Regional Resource Center

DATE: January, 1982 PP: 26 LANGUAGE: English

PUBLICATION TYPE: Guides--Classroom Use

SUBJECT DESCRIPTORS:

ABSTRACT:

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TITLE: Quality Monitoring System

AUTHOR(S): Baker, Lynn

DATE: May, 1983 PP: 72 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS:

ABSTRACT:

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TITLE: State of the Art: Non-discriminatory Assessment Techniques

PREPARER(S): New England Regional Resource Center

DATE: May, 1982 PP: 14 LANGUAGE: English

PUBLICATION TYPE: Information Analyses

SUBJECT DESCRIPTORS:

ABSTRACT:

PUBLISHER: New England Regional Resource Center
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Burlington, VT 05401

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N.B.: A copy of this material was not available to MARRC, therefore, no content information was prepared. To acquire copies or for additional information, contact the originating RRC or its client.

TITLE: State of the Art: Successful Practices for Secondary/Vocational Programs for Handicapped

PREPARER(S): New England Regional Resource Center

DATE: July, 1981 PP: 27 LANGUAGE: English

PUBLICATION TYPE: Information Analyses

SUBJECT DESCRIPTORS:

ABSTRACT:

PUBLISHER: New England Regional Resource Center
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Burlington, VT

Special Education Resource Center
Hartford, CT

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-CT-03-04

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TITLE: The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 1 --Introduction and Definitions

SERIES: Resource Paper Series

AUTHOR(S): Task Force on Improvement of Secondary Special Education in New Hampshire; Bean, John

DATE: January, 1982 PP: 6 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Secondary Education, Special Education

ABSTRACT: This first in a series of nine resource papers provides information on the establishment of the Task Force, its purpose and its goals. Needs relative to the secondary education of handicapped learners are identified and are noted as topics for future resource papers. The purpose of the papers is (1) to assist school district personnel involved in serving secondary level special education students; (2) to identify existing effective programs and practices; and (3) to facilitate information and resource sharing. It also discusses the Task Force's philosophy on the provision of secondary programs to special education students and provides definitions of terms commonly used in the secondary special education field. (MAS, 8/30/82)

RELATED DOCUMENT(S): Resource Papers No. 1-9; E-171 thru E-179, A-199, B-554, F-437 thru F-440

PUBLISHER: Task Force for the Improvement of Secondary Special Education in New Hampshire
c/o Special Education Section
New Hampshire Department of Education
105 Loudon Road, Bldg. #3
Concord, New Hampshire 03301

RRC ID: New England Regional Resource Center

CREDITS: U.S. Department of Education of Education, Office of Special Education; Contract #300-80-0721; PAA #01-NH-05-02

F-437
E-172

TITLE: The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 2 -- The Program Planning Process

SERIES: Resource Paper Series

AUTHORS: Bean, John; Gilles, Cynthia; Lister, Bob; Royle, David

DATE: November, 1981 PP: 3 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Secondary Education, Special Education, Program Development, Cooperative Planning, Educational Objectives

ABSTRACT: This second in a series of nine resource papers developed for personnel involved with secondary programs for special education students emphasizes the need for a planning process which takes into consideration the individual district's needs and the school and community resources. A process is outlined and desireable outcomes are listed for: 1) the handicapped student's IEP, 2) the program, 3) both regular and special education administrators, 4) both regular and special education teachers, and 5) pre-service and in-service training for educational staff. (MAS, 8/30/82)

RELATED DOCUMENTS: Resource Papers No. 1-9; E-171 thru E-179, A-199, B-554, F-437 thru F-440

PUBLISHER: Task Force for the Improvement of Secondary Special Education in New Hampshire
c/o Special Education Section
New Hampshire Department of Education
105 Loudon Road, Bldg. #3
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CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-NH-05-02

E-173
F-438

TITLE: The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 3--Cost Analysis, A Program Budget Format

SERIES: Resource Paper Series

AUTHOR(S): Lyster, Mary

DATE: 1982 PP: 5 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Educational Finance, Program Budgeting, Data Collection

ABSTRACT: In this third of a series of nine resource papers developed for personnel involved with secondary programs for special education students, the author emphasizes the need for a budget process that will allow a thorough analysis of individual component costs on an ongoing basis, both within programs and between programs. The author describes the budget process at the Strafford Learning Center and gives examples of the Center's budget. The author also discusses several uses of the data yielded from the cost analysis of programs and program components. (MAS, 8/30/82)

RELATED DOCUMENT(S): Resource Papers No. 1 through 9; E-171 through E-179, A-199, B-554, and F-437 through F-440

PUBLISHER: Task Force for the Improvement of Secondary Special Education in New Hampshire
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New Hampshire Department of Education
105 Loudon Road, Bldg. #3
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RRC ID: New England Regional Resource Center

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-NH-05-02

B-554
E-174

TITLE: The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 4 --Instructional Strategies for Vocational/Special Needs

SERIES: Resource Paper Series

AUTHOR: Lister, Bob

DATE: 1982 PP: 3 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Vocational Education, Disabilities, Curriculum Enrichment, Educational Strategies

ABSTRACT: This fourth in a series of nine resource papers developed for personnel involved with secondary programs for special education students emphasizes the importance of adapting curriculum and materials to the needs of students with different learning abilities. The author provides some examples of vocational programs for the handicapped in operation at Portsmouth High School. He also offers some practical suggestions for curriculum modification and instructional strategies that can assist educators with the task of making materials more relevant and appropriate for a class which has students with different abilities (MAS,8/31/82)

RELATED DOCUMENTS: Resource Papers No. 1-9; E-171 thru E-179, A-199, B-554 F-437 thru F-440

PUBLISHER: Task Force for the Improvement of Secondary Special Education in New Hampshire
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New Hampshire Department of Education
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Concord, New Hampshire 03301

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CREDITS: U.S. Department of Education, Office of Special Ed.; Contract #300-80-0721; PAA #01-NH-05-02

E-175

TITLE: The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 5 --New Hampshire Secondary Special Education Programs with Ideas to Share

SERIES: Resource Paper Series

PREPARERS: Task Force on Improvement of Secondary Special Education in New Hampshire

DATE: November, 1981 PP: 7 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Secondary Education, Special Education, Program Design, Program Descriptions

ABSTRACT: This fifth in a series of nine resource papers developed for personnel involved with secondary programs for handicapped students summarizes part of the results of a survey conducted in New Hampshire of principals' perceptions regarding their special education programs. The information, provided in matrix form, includes: name and location of school, grade span, total enrollment, components of the special education program, and name and telephone number of the program contact person. By sharing this basic information, the Task Force Hopes to encourage principals and other interested persons to contact one another, and to visit programs at other schools in order (1) to learn more about alternative approaches to program structures, content, and processes which might assist them in their continuing efforts to provide an adequate range of local program options for secondary level handicapped students, and (2) to develop communication networks among school principals, and other individuals who share common interests and concerns. (MAS/author, 8/31/82)

RELATED DOCUMENTS: Resource Papers No. 1-9; E-171 thru E-179, A-199, B-554, F-437 thru F-440

PUBLISHER: Task Force for the Improvement of Secondary Special Education in New Hampshire
c/o Special Education Section
New Hampshire Department of Education
105 Loudon Road, Bldg. #3
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RRC ID: New England Regional Resource Center

CREDITS: U.S. Department of Education, Office of Special Ed.; Contract #300-80-0721; PAA #01-NH-05-02

F-439
E-176

TITLE: The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 6--Pre-Service Training for New Hampshire Secondary Special Educators

SERIES: Resource Paper Series

AUTHOR(S): Bradley, Linda M.

DATE: May, 1982 PP: 5 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Secondary Education, Special Education Teachers, Preservice Teacher Education

ABSTRACT: This sixth in a series of nine resource papers developed for personnel involved with secondary programs for handicapped students focuses on the need for preparation of teachers specifically for the secondary level. The complexity of the role played by secondary special educators is discussed as are the competencies special educators need to fill the role. Differences between competencies needed by elementary and secondary special educators are highlighted as a way of further emphasizing the need for specialized training for the secondary special educator. A brief review of current teacher preparation programs for secondary special educators in New Hampshire is presented. (MAS, 8/31/82).

RELATED DOCUMENT(S): Resource Papers No. 1-9; E-171 thru E-179, A-199, B-554, F-437 thru F-440

PUBLISHER: Task Force for the Improvement of Secondary Special Education in New Hampshire
c/o Special Education Section
New Hampshire Department of Education
105 Loudon Road, Bldg. #3
Concord, New Hampshire 03301

RRC ID: New England Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA # 01-NH-05-02

F-440
E-177

TITLE: The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 7--Inservice Education for New Hampshire Secondary Educators

SERIES: Resource Paper Series

AUTHOR(S): Briggs, Edward B.

DATE: May, 1982 PP: 4 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Guide-Nonclassroom Use

SUBJECT DESCRIPTORS: Secondary Education, Special Education Teachers, Inservice Teacher Education, Staff Development

ABSTRACT: In this seventh in a series of nine resource papers developed for personnel involved with secondary programs for handicapped students, an emphasis is placed on the necessity of preparing and implementing a comprehensive staff development program. The point is made that while the obligation to develop such a plan is held at the state level, the responsibility for implementation is at the local/district level. Some suggestions are offered for carrying out staff development activities at three levels: college coursework, local (district) inservice programs, and building-level staff meetings. (MAS, 8/31/82).

RELATED DOCUMENT(S): Resource Papers No. 1-9; E-171 thru E-179, A-199, B-554, F-437 thru F-440

PUBLISHER: Task Force for the Improvement of Secondary Special Education in New Hampshire
c/o Special Education Section
New Hampshire Department of Education
105 Loudon Road, Bldg. #3
Concord, New Hampshire 03301

RRC ID: New England Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-NH-05-02

TITLE: The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 8--Vocational Education: Preparing for the World of Work

SERIES: Resource Paper Series

AUTHOR(S): Lichtenstein, Stephen

DATE: May, 1982 PP: 4 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Vocational Education, Cooperative Education, Program Descriptions, Disabilities

ABSTRACT: The eighth in a series of nine resource papers developed for personnel involved with secondary programs for handicapped students provides a general overview of the nature and purpose of vocational education and describes three New Hampshire programs which have been successful in serving the vocational needs of handicapped students. (MAS, 8/31/82)

RELATED DOCUMENT(S): Resource Papers No. 1-9; E-171 thru E-179, A-199, B-554, F-437 thru F-440

PUBLISHER: Task Force for the Improvement of Secondary Special Education in New Hampshire
c/o Special Education Section
New Hampshire Department of Education
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Concore, New Hampshire 03301

RRC ID: New England Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-NH-05-02

A-199
E-179

TITLE: The Task Force on Improvement of Secondary Special Education in New Hampshire: Resource Paper No. 9--Vocational Assessment and Evaluation for Placement of Educationally Handicapped Students in Vocational Programs

SERIES: Resource Paper Series

AUTHOR(S): Bean, John E., Jr.

DATE: May, 1982 PP: 4 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Vocational Education, Disabilities, Educational Assessment, Student Evaluation, Student Placement

ABSTRACT: This last in a series of nine resource papers developed for personnel involved with secondary programs for handicapped students addresses the issue of placement of handicapped students in vocational programs. It describes the role of vocational evaluator who provides data about the student, recommends various program options which may be appropriate and identifies areas where the student will require support services or modified curricula/equipment/facilities, and the role of the Special Education Evaluation and Placement Team whose responsibility it is to use the information from the evaluator to make an appropriate placement and to develop an effective vocational component of the student's IEP. Special considerations to be addressed during the vocational evaluation are discussed. (MAS, 8/31/82).

RELATED DOCUMENT(S): Resource Papers No. 1-9; E-171 thru E-179, A-199 B-554, F-437 thru F-440

PUBLISHER: Task Force for the Improvement of Secondary Special Education in New Hampshire
c/o Special Education Section
New Hampshire Department of Education
105 Loudon Road, Bldg. #3
Concord, New Hampshire 03301

RRC ID: New England Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-NH-05-02

TITLE: Training Materials for Working with Parents and Advocates: The Mandate and Their Role

PREPARER(S): New England Regional Resource Center

DATE: June, 1981 PP: 25 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS:

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TITLE: Training Materials on Mediation Techniques and Hearing Officer Training

AUTHOR(S): Kamil, Bobbi

DATE: June, 1982 PP: 30 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS:

ABSTRACT:

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TITLE: Training Package: Legislative Implications

AUTHOR(S): Kamil, Bobbi

DATE: July, 1981 PP: 14 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS:

ABSTRACT:

PUBLISHER: New England Regional Resource Center
Trinity College
Burlington, VT 05401

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0721; PAA #01-CT-02-01

N.B.: A copy of this material was not available to MARRC, therefore, no content information was prepared. To acquire copies or for additional information, contact the originating RRC or its client.

TITLE: Career and Vocational Education for Handicapped Students: A Curriculum Framework

PREPARER(S): Brown, Gwynn C., Ed.D; others

DATE: c. 1982 PP: 105 LANGUAGE: English

PUBLICATION TYPE: Guides--Classroom Use--Teachers

SUBJECT DESCRIPTORS: Career Awareness, Career Exploration, Vocational Education, Instructional Design

ABSTRACT: This model for career exploration and vocational education for handicapped students in the U. S. Virgin Islands is an upward progression resembling that of a triangle. At its base is a firm foundation of career awareness and exploration for junior high age students (pre-vocational and daily living skills, occupational information, human relation skills and values, attitudes and habits appropriate for the world of work). As the student progresses in the model (secondary level/high school) the focus turns to experiences relating to work evaluation or work adjustment; co-operative education or work study; vocational, technical or fine arts which may prepare students for a general education program at the post secondary level. This model allows for students' mobility either upwardly for increased skill and training or across to exit at the level of appropriate or desired employment.

The guide addresses program goals, student population most appropriate for each segment of the model, units of instruction, activities, resources and evaluation strategies. (MAS, 7/5/83)

PUBLISHER: Department of Education
Division of Special Education &
Division of Vocation-Technical Education
U. S. Virgin Islands 00801

RRC ID: Special Education Resource Center

CREDITS: U. S. Department of Education, Special Education Programs; Contract #300-80-0723

C-116

TITLE: The Challenge of Integrating Students with Severe Disabilities. Human Policy Reports: An Action Series

SERIES: Human Policy Reports: An Action Series

AUTHOR(S): Ferguson, Dianne; Searl, Stanford J., Jr.

DATE: 1982 PP: 22 LANGUAGE: English

PUBLICATION TYPE: Viewpoints

SUBJECT DESCRIPTORS: Severe Disabilities, Mainstreaming, Teacher Attitudes

ABSTRACT: Through interviews with teachers and observations in their classrooms (and community settings), we recount how teachers have struggled with the ides and practices connected with the integration of children with severe disabilities in typical public school (and community) settings.

The information was gathered from about twenty different sites across the United States as well as intensive case-studies in the Central New York State region. Included are stories from teachers that illustrate the struggles, and successes that teachers continue to have with children and young people who are severely impaired. The rest of the article describes what students do, shares how teachers feel and presents how teachers talk about educating severely handicapped students. (MAS, 8/19/82)

RELATED DOCUMENT(S): Human Policy Reports: An Action Series

PUBLISHER: Special Education Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, NY 13210

CREDITS: 1) U.S. Department of Education, Office of Special Education; Contract #300-80-0723; sphere activity;
2) The National Institute of Education; #3532413

F-441

TITLE: From Compliance to Quality: A Workshop on Leadership Issues and Strategies in Special Education (DRAFT)

PREPARER(S): Special Education Resource Center

DATE: c. 1982 PP: 41 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Special Education, Teacher Workshops, Leadership Training

ABSTRACT: This workshop packet includes simulations in Part I on issues in special education concerning programming, placement, or evaluation and in Part II a role play activity on the topic of independent living. Developed for the state of New Jersey, its purpose is to encourage the development of alternative strategies for dealing with unusual problems in special education. The simulations and the role play take into account a variety of roles: principals, teachers, child study coordinators, parents, social workers, and special education directors. (MAS, 8/22/82)

PUBLISHER: The Special Education Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, N.Y. 13210
(315) 423-1880

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0723; 02-NJ-04-03

C-169

TITLE: The Least Restrictive Environment: Its Application to Education. Human Policy Reports: An Action Series

SERIES: Human Policy Reports: An Action Series

AUTHOR(S): Biklen, Douglas

DATE: October, 1981 PP: 23 LANGUAGE: English

PUBLICATION TYPE: Information Analyses; Viewpoints

SUBJECT DESCRIPTORS: Mainstreaming, Attitudes, Severe Disabilities, Program Effectiveness

ABSTRACT: Few concepts have been more controversial, important and misunderstood than the "least restrictive environment principle." The author explores the history of the concept, particularly as it relates to the design and provision of educational programs to children and youth with disabilities. This historical account traces its origins to several legal cases, to the writings of numerous special education leaders over a period of four decades, and to the more recent normalization principle. Next, the author examines, from both psychoeducational and sociopolitical perspectives, the controversial question, "Why integrate?" The discussion includes a review of recent research on attitudes toward disabilities, curriculum for severely and profoundly disabled students, the political meaning of integration, the economics of integrated schooling, program innovations and parent/community responses to integration. Finally the author identifies seven factors which can facilitate or impede application of the least restrictive environment. (Author)

RELATED DOCUMENT(S): Human Policy Reports: An Action Series

PUBLISHER: Special Education Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, NY 13210

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0723; PAA 02-PR-02-01

E-165

TITLE: Making Integration Work: Strategies for Educating Students With Severe Disabilities In Regular Schools. Human Policy Reports: An Action Series.

SERIES: Human Policy Reports: An Action Series

AUTHOR: Taylor, Steven J.

DATE: 1981 PP: 22 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use; Viewpoints

SUBJECT DESCRIPTORS: Severe Disabilities, Mainstreaming, Models, Change Strategies

ABSTRACT: Drawing on information collected through site visits and phone interviews, the author describes successful strategies he has found in states, school districts and schools for the purpose of integrating children with severe disabilities. Five types of integration are described, followed by twelve broad administrative and programmatic strategies for educating children with severe disabilities in regular schools. The author concludes that commitment is the key to the success integration efforts. (SC, 6/25/82)

PUBLISHER: Special Education Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, N.Y. 13210
(315) 423-1880

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0723; sphere activity

C-170

TITLE: Metropolitan Madison Public Schools: A Model Integrated Program for Children with Severe Disabilities. Human Policy Reports: An Action Series

SERIES: Human Policy Reports: An Action Series

AUTHOR: Taylor, Steven J.

DATE: 1982 PP: 27 LANGUAGE: English

PUBLICATION TYPE: Reports -- Descriptive

SUBJECT DESCRIPTORS: Severe Disabilities, Mainstreaming, Program Descriptions, Institutionalized Persons, Community Support, Administrator Attitudes.

ABSTRACT: Described is the Metropolitan Madison School District which has implemented, with the support and assistance of the University of Wisconsin at Madison a range of what might be termed "promising practices"--innovative strategies--designed to prepare children with severe and multiple handicapping conditions to live in their home communities and to participate as fully as possible in normal patterns of life. These practices or strategies include the following: integration of children with severe disabilities in regular schools; a functional, community-referenced curriculum; Integrated vocational placements for middle and high school students; program support for teachers and other school personnel; educating institutionalized children in local public schools; and administrative leadership and support for integration. (LC, 6/82)

RELATED DOCUMENT(S): Human Policy Reports: An Action Series

PUBLISHER: Special Education Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, NY 13210

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0723; sphere activity

D-159

TITLE: Parent Involvement: A Practical Guide About How To Involve Parents of Children With Disabilities in The Public Schools. Human Policy Reports: An Action Series.

SERIES: Human Policy Reports: An Action Series

AUTHOR(S): Biklen, Douglas; Searl, Stanford J. Jr.

DATE: 1982 PP: 23 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Teachers/Parents

SUBJECT DESCRIPTORS: Special Education, Parent Participation, Parent Teacher Cooperation, Teacher Responsibility, Change Strategies

ABSTRACT: This booklet is written for the parent and the educator, instructing both on why parent involvement is an element to be encouraged in the education of handicapped children and providing strategies for both to increase parent participation. A useful resource listing is included as an appendix, organized by such topics as: parent experiences, organizing tools, parents as educators, rationale for parent involvement, and strategies for change. (SC, 6/24/82)

PUBLISHER: Special Education Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, NY 13210
(315) 423-1880

CREDITS: 1) U.S. Department of Education, Office of Special Education; Contract #300-80-0723; Sphere activity;
2) The National Institute of Education; #3532413

F-468

TITLE: Program Audit Guide of Educational and Related Services for Handicapped Children (DRAFT II)

AUTHOR(S): Quinones, Hector; Puerto Rico State Department of Education, Special Education Program

DATE: March 25, 1982 PP: 57 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Administrators

SUBJECT DESCRIPTORS: Special Education, Program Evaluation

ABSTRACT: This draft version of Puerto Rico's audit guide for special education programs describes the entire process from the local level to the state level. It addresses timelines, audit team member roles, criteria essential for succsssful special education programs, the process of interviewing, the on-site audit, and reports required. The appendices (A through G) contain the forms used in the audit process. (MAS, 6/30/83)

PUBLISHER: Special Education Resource Center
Syracuse University
400 Huntington Hall
150 Marshall Street
Syracuse, NY 13210

AVAILABLE FROM: Commonwealth of Puerto Rico
Department of Education
Special Education Program
Hato Rey, Puerto Rico

CREDITS: U. S. Department of Education, Office of Special Education; Contract #300-80-0723

E-168

TITLE: Public Education For Children With Severe, Profound, and Multiple Disabilities: The Least Restrictive Environment. Human Policy Reports: An Action Series

SERIES: Human Policy Reports: An Action Series

AUTHOR: Biklen, Douglas

DATE: October 1981 PP: 10 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use; Reports -- Descriptive

SUBJECT DESCRIPTORS: Severe Disabilities, Public Education, Mainstreaming, Models

ABSTRACT: After presenting the historical perspective of the integration of severely handicapped children with typical children, the author details the benefits of integrated education for both handicapped and non-handicapped students. Principles and examples of methods to achieve successful integration are listed. The paper ends with a call for increased commitment from parents, schools and state level departments of education to attain successful integrated education, stating that there is no viable alternative. (SC, 6/25/82)

PUBLISHER: Special Education Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, N.Y. 13210
(315) 423-1880

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0723; 02-PR-02-01

TITLE: School Based Model for the Mildly Handicapped

PREPARER(S): Smith, Lauren Bonelli; Wynter, Maureen; Dyer, Kathleen H.

DATE: September 28, 1981 PP: 47 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Informal Assessment, Educational Diagnosis

ABSTRACT: This resource model outlines the design of school-based services provided through the Child Study Team for the evaluation and placement of children with handicapping conditions in the least restrictive environment. The 15-step model is discussed in 3 stages: consultation during which the case comes before the Child Study Team and the problem is defined and alternatives discussed; school-based informal assessment during which the process begins to focus on the specific needs of the individual child; and formal assessment by the Educational Diagnostic Center which is initiated when a child is in need of additional testing or evaluation for possible special education services. Process steps and action steps are described for each stage. (MAS, 6/30/83)

PUBLISHER: Department of Education
Division of Special Education
U. S. Virgin Islands 00801

RRC ID: Special Education Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0723; PAA #02-VI-03-03

E-167

TITLE: Traditional Barriers To Educational Opportunity: Unserved/Underserved Children and Young People in Special Education. Human Policy Reports: An Action Series

SERIES: Human Policy Reports: An Action Series

AUTHOR(S): Taylor, Steven J., and Staff

DATE: c. 1981 PP: 14 LANGUAGE: English

PUBLICATION TYPE: Reports -- General
Viewpoints

SUBJECT DESCRIPTORS: Special Education, Educational Opportunities, Administrative Problems, Educational Discrimination

ABSTRACT: This document presents a conceptual framework within which the reasons for lack of apprpriate service delivery to certain handicapped populations is discussed. Twelve barriers to service delivery, as well as suggestions to overcome those barriers, are discussed. The barriers are: technological; attitudinal; jurisdictional; administrative; political; architectural; econonic; personnel; logistical; legal; motivational; and idiosyncratic. (MAS, 8/22/82)

PUBLISHER: Special Education Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, NY 13210
(315) 423-1880

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0723; sphere activity

E-167

TITLE: Traditional Barriers To Educational Opportunity: Unserved/Underserved Children and Young People in Special Education. Human Policy Reports: An Action Series

SERIES: Human Policy Reports: An Action Series

AUTHOR(S): Taylor, Steven J., and Staff

DATE: c. 1981 PP: 14 LANGUAGE: English

PUBLICATION TYPE: Reports -- General
Viewpoints

SUBJECT DESCRIPTORS: Special Education, Educational Opportunities, Administrative Problems, Educational Discrimination

ABSTRACT: This document presents a conceptual framework within which the reasons for lack of apprpriate service delivery to certain handicapped populations is discussed. Twelve barriers to service delivery, as well as suggestions to overcome those barriers, are discussed. The barriers are: technological; attitudinal; jurisdictional; administrative; political; architectural; econonic; personnel; logistical; legal; motivational; and idiosyncratic. (MAS, 8/22/82)

PUBLISHER: Special Education Resource Center
400 Huntington Hall
150 Marshall Street
Syracuse, NY 13210
(315) 423-1880

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0723; sphere activity

TITLE: A Calendar of Activities For Parents of Handicapped Students, 1983-1984: Developmentally Young

SERIES: A Calendar of Activities For Parents of Handicapped Students, 1983-1984

AUTHOR(S): District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services

DATE: May, 1983 PP: 12 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Parent Participation, Parent Student Relationship, Learning Activities, Exceptional Persons, Early Childhood Education

ABSTRACT: This calendar is one of four designed for use by parents with their handicapped youngsters, each providing activities for children at different functional levels. This approach allows parents who wish to provide a structured home program for their non-handicapped children to use these activity guides.

This calendar provides activities for preschoolers, primary grade students, low-to-moderately functioning handicapped youngsters, or developmentally young children. The calendar is organized to follow the school year beginning in September and the activities are designed to support the work that takes place in the classroom. The activites do not require expensive materials and can be done in 5 or 10 minutes. There are excursions suggested for each month which the entire family can enjoy. Activites are also planned for the summer months. A checklist is provided so that parents can keep track of the time they have worked with their child. (MAS, 6/23/83)

RELATED DOCUMENT(S): Others in the series: Early Stimulation, Intermediate, and Secondary.

PUBLISHER: District of Columbia Public Schools
Division of Special Education and Pupil Personnel Services
Webster Building
10th and H Streets, N.W.
Washington, D.C. 20001

RRC ID: Mid-Atlantic Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract No. 300-80-0718; PAA No. 03-DC-01-04

TITLE: A Calendar of Activities For Parents of Handicapped Students, 1983-1984: Early Stimulation

SERIES: A Calendar of Activities For Parents of Handicapped Students, 1983-1984

AUTHOR(S): District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services

DATE: May, 1983 PP: 12 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Parent Participation, Parent Student Relationship, Learning Activities, Exceptional Persons, Early Childhood Education

ABSTRACT: This calendar is one of four designed for use by parents with their handicapped youngsters, each providing activities for children at different functional levels. This approach allows parents who wish to provide a structured home program for their non-handicapped children to use these activity guides.

This calendar provides stimulation activities for infants, young children, and low functioning handicapped youngsters. The calendar is organized to follow the school year beginning in September and the activities are designed to support the work that takes place in the classroom. Each month has a general skill area (e.g., gross motor) which the days' activities are designed to address. The activities do not require expensive materials and can be done in 5 or 10 minutes. There are excursions suggested for each month which the entire family can enjoy. Activities are also planned for the summer months. A checklist is provided so that parents can keep track of the time they have worked with their child. (MAS, 6/23/83)

RELATED DOCUMENT(S): Others in the series: Developmentally Young, Intermediate, and Secondary.

PUBLISHER: District of Columbia Public Schools
Division of Special Education and Pupil Personnel Services
Webster Building
10th and H Streets, N.W.
Washington, D.C. 20001

RRC ID: Mid-Atlantic Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract No. 300-80-0718; PAA No. 03-DC-01-04

TITLE: A Calendar of Activities For Parents of Handicapped Students, 1983-1984: Intermediate

SERIES: A Calendar of Activities For Parents of Handicapped Students, 1983-1984

AUTHOR(S): District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services

DATE: May, 1983 PP: 12 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Parent Participation, Parent Student Relationship, Learning Activities, Exceptional Persons, Elementary Secondary Education

ABSTRACT: This calendar is one of four designed for use by parents with their handicapped youngsters, each providing activities for children at different functioning levels. This approach allows parents who wish to provide a structured home program for their non-handicapped children to use these activity guides.

This calendar provides activities for the elementary student or moderately functioning handicapped youngster. The calendar is organized to follow the school year beginning in September and the activities are designed to support the work that takes place in the classroom. Each month has a general area (e.g., expressing feelings) which the days' activities are designed to address. The activities do not require expensive materials and can be done in 5 or 10 minutes. There are excursions suggested for each month which the entire family can enjoy. Activities are also planned for the summer months. A checklist is provided so that parents can keep track of the time they have worked with their child. (MAS, 6/23/83)

RELATED DOCUMENT(S): Others in the series: Early Stimulation, Developmentally Young, and Secondary

PUBLISHER: District of Columbia Public Schools
Division of Special Education and Pupil Personnel Services
Webster Building
10th and H Streets, N.W.
Washington, D.C. 20001

RRC ID: Mid-Atlantic Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0718; PAA #03-DC-01-04

D-177

TITLE: A Calendar of Activities For Parents of Handicapped Students, 1983-1984: Secondary

SERIES: A Calendar of Activities For Parents of Handicapped Students, 1983-1984

AUTHOR(S): District of Columbia Public Schools, Division of Special Education and Pupil Personnel Services

DATE: May, 1983 PP: 12 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Parent Participation, Parent Student Relationship, Learning Activities, Exceptional Persons, Elementary Secondary Education

ABSTRACT: This calendar is one of four designed for use by parents with their handicapped youngsters, each providing activities for children at different functional levels. This apporach allows parents who wish to provide a structured home program for their non-handicapped children to use these activity guides.

This calendar provides activities for the secondary student or the higher functioning handicapped youngster. The calendar is organized to follow the school year beginning in September and the activities are designed to support the work that takes place in the classroom. Each month has a general skill area (e.g., health habits) which the days' activities are designed to address. The activities do not require expensive materials and can be done in 5 or 10 minutes. There are excursions suggested for each month which the entire family can enjoy. Activities are also planned for the summer months. A checklist is provided so that parents can keep track of the time they have worked with their child. (MAS, 6/23/83)

RELATED DOCUMENT(S): Others in the series: Early Stimulation, Developmentally Young, and Intermediate

PUBLISHER: District of Columbia Public Schools
Division of Special Education and Pupil Personnel Services
Webster Building
10th and H Streets, N.W.
Washington, D.C. 20001

RRC ID: Mid-Atlantic Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract # 300-80-0718; PAA #03-DC-01-04

B-562

TITLE: Career Development for Handicapped Students

PREPARER(S): West Virginia Department of Education; Mid-Atlantic Regional Resource Center

DATE: 1982 PP: 115 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Administrators

SUBJECT DESCRIPTORS: Career Development, Exceptional Persons, County Programs, Cooperative Planning

ABSTRACT: West Virginia educators, rehabilitation personnel, and other professionals responsible for services to handicapped youngsters have identified career development as a priority area. To meet the career development needs of handicapped students this handbook has been developed for service providers and administrators, based on the premise that interagency cooperation is necessary if career development programs are to be responsive to the students needs. The handbook outlines a seven-step planning process beginning with the determination of service goals, objectives and priorities and resulting in the development of a county-wide plan for the delivery of career development services. It emphasizes the necessity of cooperative planning throughout the process. Service delivery models in place in other states are proveded as are other career development resources. (MAS, 6/26/83)

PUBLISHER: West Virginia Department of Education
Bureau of Learning Systems
Division of Special Education & Student Support Systems
Office of General & Special Education Program Development
Charleston, WV 25305

CREDITS: U. S. Department of Education, Office of Special Education & Rehabilitation Services, Special Education Programs; Contract #300-80-0718; PAA #03-WV-03-03

A-207 A, B, C

TITLE: Child Find

PREPARER(S): District of Columbia Public Schools; Mid-Atlantic Regional Resource Center

DATE: May, 1983 PP: 3 posters of varying sizes LANGUAGE: English

PUBLICATION TYPE: Reference Materials

SUBJECT DESCRIPTORS: Handicap Identification, Publicity, Student Placement

ABSTRACT: This poster, printed in tones of sepia on beige in three different sizes, was developed to enhance the Child Find program of the District of Columbia Public Schools, Division of Special Education. An 8½" X 11" flyer was developed to be used in future child find activities as agenda covers, publicity flyers, etc. A 14" X 18" self-supporting poster is intended for distribution to schools and community agencies as is a 19" X 25" folding, mailable poster. Handicaps eligible for services are identified as are information phone numbers, including a 24-hour "hotline". (MAS, 6/29/83)

PUBLISHER: District of Columbia Public Schools
Division of Special Education & Pupil Personnel Services
10th & H Streets, N.W.
Washington, D.C. 20001

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0718; PAA# 03-DC-02-03

F-443

TITLE: A Discussion of Interagency Collaboration: Part I -- Planning for Change.

PREPARER: Mid-Atlantic Regional Resource Center

DATE: June, 1982 PP: 29 mins LANGUAGE: English

PUBLICATION TYPE: Audiovisual Materials

SUBJECT DESCRIPTORS: Agency Cooperation, Videotape Cassettes

ABSTRACT: A Discussion of interagency collaboration: Part I -- Planning for Change

"A discussion of interagency collaboration" is a 2-part video cassette developed by the Mid-Atlantic Regional Resource Center (MARRC) in conjunction with a conference conducted June 22-23, 1982, in Alexandria, Virginia, for SEAs in it region and other RRC staff. Linda Foley assistant director, moderates a panel of experts as they discuss the collaborative process and how services to the handicapped may be coordinated for more effective and efficient delivery at the local level. The panel is comprised of Robert Audette; Director of the Special Education Resource Center in Syracuse; Jerry O. Elder, President of J.O. Elder Associates; James R. Galloway, Executive Director of the National Association of State Directors of Special Education; John McLaughlin, Associate Professor at Virginia Polytechnical Institute and State University; and Richard Wells, Project Director of Delaware's State Interagency Educational Administrative Agreement.

During Part I, Interagency Collaboration: Planning for Change, the panel defines interagency collaboration and discusses the conditions that motivate agencies to choose it as a problem-solving technique for establishing comprehensive service delivery to the handicapped. In order to succeed, panel members stress that agencies must share a vision, clearly identify client needs, and establish common goals. Human interaction and its impact within the process is also analyzed with respect to leadership, commitment, ownership, and agreement design. (LF, 1/6/83)

RELATED DOCUMENT(S): 1) A Discussion of Interagency Collaboration: Part II -- Bridges and Barriers to Local Implementation; 2) Interagency Collaboration: Strategies and Resources for Facilitators -- Bridges and Barriers (F-435); 3) Interagency Agreement Process (F-436)

(over)

PUBLISHER: Mid-Atlantic Regional Resource Center
The George Washington University
Washington, D.C. 20052

CREDITS: U.S. Department of Education, Special Education Programs;
Contract #300-80-0718; 03-MS-03

F-442

TITLE: A Discussion of Interagency Collaboration: Part II -- Bridges and Barriers to Local Implementation

PREPARER: Mid-Atlantic Regional Resource Center

DATE: June, 1982 PP: 38 min. LANGUAGE: English

PUBLICATION TYPE: Audiovisual Materials

SUBJECT DESCRIPTORS: Agency Cooperation, Videotape Cassettes, Program Implementation, Change Strategies

ABSTRACT: A Discussion of interagency collaboration: Part II -- Bridges and Barriers to Local Implementation

"A Discussion of interagency collaboration" is a 2-part video cassette developed by The Mid-Atlantic Regional Resource Center (MARRC) in conjunction with a conference conducted June 22-23, 1982, in Alexandria, Virginia, for SEAs in its region and other RRC staff. Linda Foley, Assistant Director, moderates a panel of experts as they discuss the collaborative process and how services to the handicapped may be coordinated for more effective and efficient delivery at the local level. The panel is comprised of Robert Audette, Director of the Special Education Resource Center in Syracuse; Jerry O. Elder, President of J.O. Elder Associates; James R. Galloway, Executive Director of the National Association of State Directors of Special Education; John McLaughlin, Associate Professor at Virginia Polytechnical Institute and State University; and Richard Wells, Project Director of Delaware's State Interagency Educational Administrative Agreement.

During Part II, Interagency Collaboration: Bridges and Barriers to Local Implementation, members of the panel relate their own experiences in the field. Some of the barriers one may encounter when trying to implement joint service delivery are discussed and techniques or bridges for overcoming them are described. Useful tips for facilitators are included among the specific strategies given to the developers and implementors of local agreements. (LF, 1/6/83)

RELATED DOCUMENT(S): 1) A Discussion of Interagency Collaboration: Part I -- Preparing for Change; 2) Interagency Collaboration: Strategies and Resources for Facilitators -- Bridges and Barriers; (F-435); 3) Interagency Agreement Process (F-436)

(over)

PUBLISHER: Mid-Atlantic Regional Resource Center
The George Washington University
Washington, D.C. 20052

CREDITS: U.S. Department of Education, Special Education Program;
Contract #300-80-0718; 03-MS-03

D-178

TITLE: Hand-in-Hand: Parents and Educators Building a Partnership

AUTHOR(S): Maryland State Department of Education, Division of Special Education

DATE: 1983 PP: 52 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Parent Role, Parent Teacher Cooperation, Exceptional Persons, Due Process, Educational Legislation

ABSTRACT: One of the most important rights that parents of handicapped children have is the right to be involved with the public schools in making education decisions about their children. This right is protected in both federal and Maryland law.

This handbook was prepared to assist parents of handicapped children when they meet in partnership with public school staff to discuss their child's educational needs. The handbook reviews some of the more important aspects of federal and state law and describes the roles that parents can take when they meet with public school personnel. The handbook also reviews the special education process, from the child's initial evaluation, development of the Individualized Education Program (IEP) and placement, through the child's reevaluation. Finally, the handbook contains a list of definitions for words commonly used by educators and a list of agencies parents may wish to contact for further information and assistance.

PUBLISHER: Maryland State Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, Md. 21201

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0718; PAA #03-MD-03-01

F-436

TITLE: Interagency Agreement Process: A Conflict Management Simulation Package

AUTHOR(S): Tracy, Michael; McLaughlin, John; Mid-Atlantic Regional Resource Center

DATE: June, 1982 PP: 157 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use -- Administrators

SUBJECT DESCRIPTORS: Agency Cooperation, Cooperative Planning, Conflict Resolution, Simulation, Group Dynamics

ABSTRACT: Developed for use at a conference on local implementation of interagency agreements, this training material is intended to serve as a resource to administrators involved in the planning and implementation of interagency agreements. It is intended for use by interagency collaborators from special education, vocational education, vocational rehabilitation, health, corrections, and all agencies engaged in collaborative efforts to deliver services to handicapped children and youth. During the simulation the participants experience a model in interagency planning intended to create an awareness of the potential conflicts inherent in the interagency process. It allows participants to analyze conflict resolution styles, and examine ways to foster interagency collaboration. One collaborative problem solving model is demonstrated. (LC, 6/82)

RELATED DOCUMENT(S): 1) Interagency Collaboration: Strategies and Resources for Facilitators (F-435); 2) A Discussion of Interagency Collaboration: Parts I and II (video tapes)

PUBLISHER: Mid-Atlantic Regional Resource Center
The George Washington University
Washington, D.C. 20052

CREDITS: U.S. Department of Education, Special Education Programs; Contract #300-80-0718; 03-MS-03

F-435

TITLE: Interagency Collaboration: Strategies & Resources for Facilitors -- Bridges and Barriers

PREPARER: Mid-Atlantic Regional Resource Center

DATE: June, 1982 PP: 9 documents totaling 317 pp.
LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- General
Guides -- Nonclassroom Use

SUBJECT DESCRIPRORS: Agency Cooperation, Cooperative Planning, Group Dynamics, Communication Skills, Team Training, Conflict Resolution

ABSTRACT: This resource package was developed for use at a conference on local implementation of interagency agreements. The document provides practical strategies for facililators to use while working with interagency planning teams to overcome the many "human factors" issues which arise. Accompanying documents elaborate on the process outlined in the facilitators' document. They are: (1) a script for a two-part video tape, A Discussion of Interagency Collaboration, also presented at the conference; (2) Building the Collaborative Community; (3) Creating Interagency Projects; (4) Developing a Community Team: and (5) Special Ideas. Interagency Collaboration: Sharing A Commitment (MAS, 8/27/82)

RELATED DOCUMENT(S): 1) Interagency Agreement Process (F-436); 2) A Discussion of Interagency Collaboration: Parts I and II (video tapes)

PUBLISHER: Mid-Atlantic Regional Resource Center
The George Washington Universoty
Washington, D.C. 20052

CREDITS: U.S. Department of Education, Special Education Programs; Contract #300-80-0718; 03-MS-03

E-180

TITLE: Parent Helper: Handicapped Children Birth to Five

SERIES: Parent Helper Series

AUTHOR: Maryland State Department of Education

DATE: 1981 PP: 26 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use -- Parents

SUBJECT DESCRIPTORS: Early Childhood Education, Parent Participation, Learning Activities, Developmental Stages

ABSTRACT: This resource manual provides general concepts of child growth and development, presents information on how the child learns, and suggests activities within the daily routine that can be used as learning opportunities for the child. The guide includes Developmental Milestone Charts which specify appropriate behavior in the areas of cognition, communication, gross motor, fine motor, self-help, and social skills. It also provides a sequence of steps to follow in each skill area.

RELATED DOCUMENT(S): 1) Parent Helper Series; 2) Resource Manual: Handicapped Children Birth to Five

PUBLISHER: 1) Maryland State Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 659-2000
2) Mid-Atlantic Regional Resource Center
The George Washington University
Washington, D.C. 20052

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0718; 03-MD-02-01

TITLE: Parent Helper: Handicapped Children Birth to Five. Cognition

SERIES: Parent Helper Series

AUTHOR(S): Maryland State Department of Education

DATE: 1983 PP: 22 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Early Childhood Education, Parent Participation, Learning Activities, Developmental Stages, Cognitive Development

ABSTRACT: The Parent Helper series contains several booklets designed for parents to use with their young handicapped children. The purpose of Cognition is to help parents support their child's need to make "sense" of experiences. The booklet provides information on the sequential process of cognition, that process by which knowledge is acquired. It suggests ways in which parents can create learning opportunities within the home environment that guide cognitive growth. (MAS, 6/25/83)

RELATED DOCUMENTS: Parent Helper: Handicapped Children Birth to Five (E-180); Parent Helper: Socialization (E-196); Parent Helper: Communication (E-197); Parent Helper: Cognition (E-198); Handicapped Children Birth to Five: Curriculum Guide (E-199); Handicapped Children Birth to Five: Resource Manual (E-129); Handicapped Children Birth to Five: Administrative Guide (E-4).

PUBLISHER: Maryland State Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 659-2000

AVAILABLE FROM: 1) Maryland State Department of Education
2) Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

RRC ID: Mid-Atlantic Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0718; PAA #03-MD-02-04

E-197

TITLE: Parent Helper: Handicapped Children Birth to Five. Communication

SERIES: Parent Helper Series

AUTHOR(S): Maryland State Department of Education

DATE: 1982 PP: 27 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Early Childhood Education, Parent Participation, Learning Activities, Developmental Stages, Communication Skills, Parent Child Relationship

ABSTRACT: The Parent Helper series contains several booklets designed for parents to use with their young handicapped children. The intent of Communication is to present information concerning the communication process, developmental sequences of communicative behaviors, and activities which may help create an atmosphere or climate for meaningful communication between parent and child.

RELATED DOCUMENT(S): Parent Helper: Handicapped Children birth to Five (E-180); Parent Helper: Socialization (E-196); Parent Helper: Communication (E-197); Parent Helper: Cognition (E-198); Handicapped Children Birth to Five: Curriculum Guide (E-199); Handicapped Children Birth to Five: Resource Manual (E-129); Handicapped Children Birth to Five: Administrative Guide (E-4).

PUBLISHER: Maryland State Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 659-2000

AVAILABLE FROM: 1) Maryland State Department of Education
2) Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

RRC ID: Mid-Atlantic Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0718; PAA #03-MD-02-01

TITLE: Parent Helper: Handicapped Children Birth to Five. Socialization

SERIES: Parent Helper Series

AUTHOR(S): Maryland State Department of Education

DATE: 1982 PP: 21 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Early Childhood Education, Parent Participation, Learning Activities, Developmental Stages, Socialization

ABSTRACT: The Parent Helper series contains several booklets designed for parents to use with their young handicapped children. The purpose of Socialization is to help parents foster their child's social growth and self-esteem as they work with educators and other professionals involved with the child. This booklet provides general concepts of social growth and development, presents information on how the child learns about himself/herself and others, and suggests activities that can be used as opportunities for learning and practicing social skills. While activities may need to be modified to meet the individual needs of a child, the guide provides a sequence of developmental steps to follow. (MAS, 6/25/83)

RELATED DOCUMENT(S): Parent Helper: Handicapped Children Birth to Five (E-180); Parent Helper: Socialization (E-196); Parent Helper: Communication (E-197); Parent Helper: Cognition (E-198); Handicapped Children Birth to Five: Curriculum Guide (E-199); Handicapped Children Birth to Five: Resource Manual (E-129); Handicapped Children Birth to Five: Administrative Guide (E-4).

PUBLISHER: Maryland State Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, Maryland 21201
(301) 659-2000

AVAILABLE FROM: 1) Maryland State Department of Education
2) Superintendent of Documents
U. S. Government Printing Office
Washington, D.C. 20402

RRC ID: Mid-Atlantic Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0718; PAA #03-MD-02-01

D-172

TITLE: Parent Surrogate Handbook

AUTHOR: Maryland State Department of Education, Division of Special Education

DATE: September, 1982 PP: 40 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Due Process, Parent Responsibility, Special Education, Individualized Programs, Referral, Student Placement, Student Evaluation

ABSTRACT: This handbook, intended for use by parents or parent surrogates, describes a 5-step process used by the Maryland Special Education Admission, Review and Dismissal Committee. Each step of the process (referral/screening, evaluation/IEP/placement, initial/annual IEP review, reevaluation) is described as is the parent/parent surrogate role in each step. Two appendices include resources for information and assistance and a description of Maryland's Continuum of Service. (MAS, 9/21/82)

PUBLISHER: 1) Maryland State Department of Education
Division of Special Education
200 W. Baltimore St.
Baltimore, MD 21201
2) Mid-Atlantic Regional Resource Center
The George Washington University
Washington, D.C. 20052

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0718; 03-MD-05-01

F-194

TITLE: Prospectives for Early Childhood Education: Resource Packet

PREPARER: Mid-Atlantic Regional Resource Center

DATE: March, 1981 PP: 2 manuals 22 articles LANGUAGE: English

PUBLICATION TYPE: Journal Articles
Reference Materials -- General

SUBJECT DESCRIPTORS: Early Childhood Education, Disabilities, Program Effectiveness, Financial Support, Agency Cooperation, Parent Participation, Social Development

ABSTRACT: This collection of resources (articles and manuals) was assembled for use at a workshop for the Mid-Atlantic RRC Early Childhood Task Force in March, 1982. The contents include journal articles, materials abstracts, program descriptions, excerpts from larger documents and they address these topics: 1) the effectiveness of early intervention, 2) demonstrating program effectiveness, 3) funding alternatives, 4) program transitions, 5) parent involvement in early intervention, 6) social and emotional development of young children, and 7) interagency cooperation. Two documents are also included in the resource packet: Managing Human Services with Less: New Strategies for Local Leaders and A Guide for Creating Community Awareness and Developing Interagency Cooperation. (MAS, 8/27/82)

PUBLISHER: Mid-Atlantic Regional Resource Center
The George Washington University
Washington, D.C. 20052

CREDITS: U.S. Department of Education, Special Education Programs; Contract #300-80-0718; 03-MS-04

F-460

TITLE: Summer Institute: Issues in Management--Canaan Valley State Park, August 10-14, 1981

PREPARER(S): West Virginia Department of Education; Mid-Atlantic Regional Resource Center

DATE: August, 1981 PP: 105 LANGUAGE: English

PUBLICATION TYPE: Collected Works--Conference Proceedings

SUBJECT DESCRIPTORS: Administrators, Special Education, Management Development

ABSTRACT: This conference workbook was prepared for the West Virginia Department of Education's Annual Summer Institute for administrators. The notebook contains agendas, session outlines, and resource material relevant to each session. The 1981 conference focused on special education administrators and addressed such topics as: leadership, motivation, performance evaluation, communication, and time management. (MAS, 6/26/83)

PUBLISHER: West Virginia Department of Education
Bureau of Learning Systems
Division of Special Education & Student Support Systems
Charleston, WV 35305

CREDITS: U.S. Department of Education, Office of Special Education & Rehabilitation Services, Special Education Programs; Contract #300-80-0718; PAA #03-WV-01-02

B-550

TITLE: Prevocational Skills: A Resource Guide

PREPARER: Valentine, Michael

DATE: April, 1982 PP: 40 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- Catalogs

SUBJECT DESCRIPTORS: Prevocational Education, Curriculum Guides, Resource Materials, Elementary Secondary Education, Disabilities

ABSTRACT: This guide was developed to assist special educators, vocational educators, school counselors, and others in locating curriculum resources to utilize in prevocational education. The materials descriptions include: availability information, cost, relevant population, format and an overview. (Author)

PUBLISHER: West Virginia State Department of Education
Division of General and Special Educational Development
Unit of Special Education
Charleston, West Virginia

CREDITS: U.S. Department of Education, Special Education Programs; Contract #300-80-0718; 03-WV-03-03

E-181

TITLE: Proceedings. The Infant Symposium: Educating Young Handicapped Children. August 13 - 14, 1982

PREPARER: Maryland State Department of Education

DATE: July, 1982 PP: 108 LANGUAGE: English

PUBLICATION TYPE: Conference Proceedings

SUBJECT DESCRIPTORS: Preschool Education, Infants, Disabilities, Parent Participation, Educational Assessment, Medical Evaluation, Program Administration

ABSTRACT: This sysmposium was sponsored jointly by the Johns Hopkins University, Division of Education, and the Maryland State Department of Education, Division of Special Education, on August 13-14, 1981, in Baltimore, MD. The focus was on issues identified by local education agencies in light of present accomplishments and future challenges inherent in providing quality services for the youngest of handicapped children and their families. Professionals from many disciplines, school systems and cooperating agencies participated. This proceedings paper contains the text of the presentations and highlights of resulting discussions on such topics as: 1) problems with assessment in infant education; 2) working partnerships with parents; and 3) medical implications of early recognition. (MAS, 8/28/82)

PUBLISHER: 1) Maryland State Department of Education
Division of Special Education
200 W. Baltimore Street
Baltimore, Maryland 21201
2) The Johns Hopkins University
3) Mid-Atlantic Regional Resource Center

CREDITS: U.S. Department of Education, Special Education Programs; Contract #300-80-0718; 03-MD-82-02; G008101600

F-456

TITLE: An Analysis of Studies of Special Education Financing

PREPARER(S): Mid-South Regional Resource Center

DATE: c. 1982 PP: 67 LANGUAGE: English

PUBLICATION TYPE: Information Analyses

SUBJECT DESCRIPTORS: Financial Policy, Special Education

ABSTRACT: The document contains synopses of 9 articles on the funding of special education services. The articles include:

1. Special Education Funding Formulas: A Background Paper
2. Financing Educational Services for the Handicapped: An Analysis of Current Research and Practices
3. Local Special Education Variables Necessary for Consideration in Developing State Special Education Fiscal Policies
4. Financing Educational Services for Special Populations: The State and Federal Roles
5. State Aid for Special Education: Who Benefits?
6. Special Education Finance: The Interaction Between State and Federal Support Systems
7. Kentucky Special and Vocational Education Programs
8. Progress Toward a Free Appropriate Public Education: A Report to Congress on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act
9. To Assure the Free Appropriate Public Education of All Handicapped Children (MAS, 5/27/83)

PUBLISHER: Mid-South Regional Resource Center
128 Porter Building
University of Kentucky
Lexington, Kentucky 40506

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA #04-SC-01-04

G-305

TITLE: Building Futures

AUTHOR(S): Kentucky Department of Education, Bureau of Education for Exceptional Children

DATE: 1980 PP: 2 LANGUAGE: English

PUBLICATION TYPE: Reports--Descriptive

SUBJECT DESCRIPTORS: Hearing Impairments, Program Descriptions, State Schools, Residential Schools

ABSTRACT: This pamphlet describes in brief, using words and pictures, the educational programs and related services offered by the Kentucky School for the Deaf to children, 5-21 years of age. (LSF, 5/23/83)

RELATED DOCUMENT(S): Kentucky School for the Deaf

PUBLISHER: Kentucky Department of Education
Bureau of Education for Exceptional Children
Frankfort, Kentucky 40206

RRC ID: Mid-South Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA # 04-KY-05-14

TITLE: Conference In the Glade: Institutions of Higher Education and State Department of Education, Fairfield Glade, Tennessee

PREPARER(S): Mid-South Regional Resource Center

DATE: October, 1980 PP: LANGUAGE: English

PUBLICATION TYPE: Collected Works--Conference Proceedings

SUBJECT DESCRIPTORS:

ABSTRACT:

PUBLISHER: Mid-South Regional Resource Center
University of Kentucky
Lexington, Kentucky 40506

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA #04-TN-01-02

N.B.: A copy of this material was not available to MARRC, therefore, no content information was prepared. To acquire copies or for additional information, contact the originating RRC or its client.

F-463

TITLE: Cooperating for Special Education in Kentucky

PREPARER(S): Mid-South Regional Resource Center; Kentucky Department of Education

DATE: June, 1982 PP: 101 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Administrators

SUBJECT DESCRIPTORS: Special Education, Educational Cooperation, Organizational Effectiveness, Financial Support

ABSTRACT: This resource notebook entitled, Cooperating for Special Education in Kentucky, is designed to assist local school districts in the Commonwealth of Kentucky in the use of the area cooperative approach in meeting the educational needs of exceptional children. It provides local school district superintendents, school boards, and special education directors with useful information regarding the specifics of establishing and managing a special education cooperative. Topics such as organizational structure, funding including eligibility for federal funding, planning committees, interagency cooperation, and policies and procedures are addressed. A key feature of this notebook is its organizational arrangement. As the experiences of local districts with the cooperative approach expand and as new information becomes available, this notebook can be updated and expanded with future additions. It is BEEC's desire that local districts will find this resource notebook a valuable planning tool in the consideration of the area cooperative approach to serving exceptional children. (author, 6/82)

PUBLISHER: Kentucky Department of Education
Bureau of Education for Exceptional Children
Frankfort, KY 40206

CREDITS: U. S. Department of Education, Office of Special Education & Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA #04-KY-07-06

TITLE: Index of Adaptive Behavior Scales

PREPARER(S): North Carolina Department of Public Instruction

DATE: c. 1981 PP: 27 LANGUAGE: English

PUBLICATION TYPE: Reference Material--Catologs

SUBJECT DESCRIPTORS: Adjustment (to Environment), Measurement (Individuals), Exceptional Persons

ABSTRACT: This index, which was prepared for the North Carolina Department of Public Instruction's Task Force on Adaptive Behavior, provides information on fifteen of the most widely-used and accepted behavior scales. Section I contains a matrix which allows the reader to compare the scales according to handicapping conditions addressed, who administers, mode of response required, time to administer, etc. In Section II, the author, purpose, use, description, reference, cost, administration, standardization, technical considerations, applicability, and overall evaluation are given for each of the fifteen scales. (LSF, 5/19/83)

RELATED DOCUMENT(S): Resources for Task Force on Multi-Cultural Assessment; Research and Theory on Adaptive Behavior Scales

PUBLISHER: Mid-South Regional Resource Center
128 Porter Building
University of Kentucky
Lexington, Kentucky 40506

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA #04-NC-03-01

G-303

TITLE: An Introduction to SpecialNet

PREPARER(S): Mid-South Regional Resource Center

DATE: July 22, 1982 PP: 39 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Telephone Communications Systems

ABSTRACT: This document was prepared for a joint multi-state activity conducted by the Mid-South and Mid-Atlantic RRCs. It was intended to familiar participants with SpecialNet, an electronic message service offered by the National Association of State Directors of Special Education (NASDSE). The document gives basic instructions on how to use the system, and in its appendices it contains a list of users in the mid-Atlantic and mid-South regions, definitions and descriptions of the commands which the system uses, sample communications, and information regarding cost, equipment and subscriptions procedures. (MAS, 5/25/83)

PUBLISHER: Mid-South Regional Resource Center
128 Porter Building
University of Kentucky
Lexington, Kentucky 40506

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0722; PAA# 04-Region

G-307

TITLE: Kentucky School for the Blind

AUTHOR(S): Kentucky Department of Education, Bureau of Education for Exceptional Children

DATE: 1980 PP: 10 LANGUAGE: English

PUBLICATION TYPE: Reports--Descriptive

SUBJECT DESCRIPTORS: Visual Impairments, Severe Disabilities, Program Descriptions, State Schools

ABSTRACT: The mission of the educational programs at the Kentucky School for Blind (KSB) is given in this pamphlet followed by admission criteria, referral procedures, the initial evaluation process, placement, change in placement, and procedures for KSB pre-intake and evaluation. (LSF, 5/23/83)

RELATED DOCUMENTS: Opportunity for Kentucky's Visually Impaired Children at the Kentucky School for the Blind

PUBLISHER: Kentucky Department of Education
Bureau of Education for Exceptional Children
Frankfort, Kentucky, 40206

RRC ID: Mid-South Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA # 04-KY-05-15

G-304

TITLE: Kentucky School for the Deaf

AUTHOR(S): Kentucky Department of Education, Bureau of Education for Exceptional Children

DATE: 1980 PP: 12 LANGUAGE: English

PUBLICATION TYPE: Reports--Descriptive

SUBJECT DESCRIPTORS: Hearing Impairments, Program Descriptions, State Schools, Residential Schools

ABSTRACT: The goal for the educational program at the Kentucky School for the Deaf is given in this pamphlet followed by admission criteria, referral procedures, the initial evaluation process, and placement and change in placement procedures. (LSF, 5/23/83)

RELATED DOCUMENT(S): Building Futures

PUBLISHER: Kentucky Department of Education
Bureau of Education for Exceptional Children
Frankfort, Kentucky 40206

RRC ID: Mid-South Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA #04-KY-05-14

G-306

TITLE: Opportunity for Kentucky's Visually Impaired Children at the Kentucky School for the Blind

AUTHOR(S): Kentucky Department of Education, Bureau of Education for Exceptional Children

DATE: 1980 PP: 2 LANGUAGE: English

PUBLICATION TYPE: Reports--Descriptive

SUBJECT DESCRIPTORS: Visual Impairments, Severe Disabilities, Program Descriptions, State Schools

ABSTRACT: This pamphlet is a pictoral display describing the opportunities for academic, personal, and pre-vocational growth at the Kentucky School for the Blind.

RELATED DOCUMENT(S): Kentucky School for the Blind

PUBLISHER: Kentucky Department of Education
Bureau of Education for Exceptional Children
Frankfort, Kentucky 40206

RRC ID: Mid-South Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Service, Special Education Programs; Contract #300-80-0722; PAA # 04-KY-05-15

F-457

TITLE: Related Education Services Information System (RESIS): Operations Manual--System 310

AUTHOR(S): Kentucky Department of Education, Bureau of Education for Exceptional Children

DATE: June, 1982 PP: 200 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Information Processing, Community Services, Exceptional Persons, Agency Cooperation

ABSTRACT: The Related Education Services Information System (RESIS) is a computer system for maintaining a directory of basic information on the location of agencies and service delivery sites throughout Kentucky. The agencies provide designated services that may be required to help handicapped students benefit from special education. The directory is expected to facilitate the process of interagency planning and coordination as it includes a broader range of public and private service resources and interest groups dedicated toward improving services to the handicapped. Programs are written in WATFIV and utilize IBM-370 Job Control Language. (MAS, 5/23/83)

PUBLISHER: Kentucky Department of Education
Bureau of Education for Exceptional Children
Franfort, Kentucky 40206

RRC ID: Mid-South Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education, Special Education Programs; Contract #300-80-0722; PAA #04-KY-04-05

TITLE: Research and Theory on Adaptive Behavior Scales

PREPARER(S): Mid-South Regional Resource Center

DATE: July, 1981 PP: 110 LANGUAGE: English

PUBLICATION TYPE: Journal Articles

SUBJECT DESCRIPTORS: Adjustment (to Environment), Measurement (Individuals), Educational Assessment, Exceptional Persons, Cultural Pluralism

ABSTRACT: Prepared for North Carolina's Department of Public Instruction Task Force on Multi-Cultural Assessment, this resource packet contains a series of journal articles. Three provide general information regarding adaptive behavior scales; the remainder address these specific instruments: 1) AAMD Adaptive Behavior Scale, 2) Vineland Social Maturity Scale; 3) SOMPA (System of Multicultural Pluralistic Assessment), and 4) Social and Prevocational Information Battery. (MAS, 5/23/83)

RELATED DOCUMENT(S): Index of Adaptive Behavior Scales; Resources for Task Force on Multi-Cultural Assessment

PUBLISHER: Mid-South Regional Resource Center
University of Kentucky
Porter Bldg. Rm 128
Lexington, Kentucky 40506

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA #04-NC-03-01

TITLE: Resources for Task Force on Multi-Cultural Assessment

PREPARER(S): Mid-South Regional Resource Center

DATE: 1981 PP: 33 LANGUAGE: English

PUBLICATION TYPE: Journal Articles

SUBJECT DESCRIPTORS: Educational Assessment, Test Bias, Adjustment (to Environment), Exceptional Persons, Cultural Pluralism

ABSTRACT: Prepared for North Carolina's Department of Public Instruction Task Force on Multi-Cultural Assessment, this resource packet contains a participant list and two journal articles: "Psychological Testing in Educational Classification and Placement" by Daniel J. Reschly, and "Nonbiased Assessment: A need for operationalism" by James B. Duffey et al. The packet is one of several products designed to assist with the development of guidelines for least biased assessment and adaptive behavior. (MAS, 5/23/83)

RELATED DOCUMENT(S): Index of Adaptive Behavior Scales; Research and Theory on Adaptive Behavior Scales

PUBLISHER: Mid-South Regional Resource Center
Porter Building, Room 128
University of Kentucky
Lexington, Kentucky 40506

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA #04-NC-03-01

TITLE: Secondary/Interagency Conference: July 21-23, 1981

PREPARER(S): Kentucky State Department of Education, Bureau of Education for Exceptional Children; Eastern Kentucky University, Department of Education

DATE: July, 1981 PP: LANGUAGE: English

PUBLICATION TYPE: Collected Works--Conference Proceedings

SUBJECT DESCRIPTORS:

ABSTRACT:

PUBLISHER: Kentucky State Department of Education
Bureau of Education for Exceptional Children
Louisville, Kentucky

RRC ID: Mid-South Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services; Contract #300-80-0722; PAA #04-KY-05-06

N.B.: A copy of this material was not available to MARRC, therefore, no content information was prepared. To acquire copies or for additional information, contact the originating RRC or its client.

TITLE: The Specialists Who Help Your Child

AUTHOR(S): Kentucky Department of Education, Bureau of Education for Exceptional Children; Mid-South Regional Resource Center

DATE: September, 1980 PP: 19 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Exceptional Persons, Parent Role, Parent Responsibility, Individualized Programs, Child Development Specialists

ABSTRACT: This booklet is a guide for parents of handicapped children in Kentucky to help them work effectively with specialists. It provides information on: (1) selecting a specialist, (2) who can offer help to them and their child, and (3) what they can expect as they talk with specialists in education and related services. It also describes how the recommendations of specialists are forwarded to the Admissions and Release Committee for consideration. (LSF, 5/23/83)

RELATED DOCUMENT(S): Your Child's Records, Your Child's Education

PUBLISHER: 1.) Department of Education
Bureau of Education for Exceptional Children
Frankfort, Kentucky 40206
2.) Mid-South Regional Resource Center
University of Kentucky
Lexington, Kentucky 40506

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722, 300-77-0476; PAA #04-KY-09-02; Kentucky Department of Education.

B-551

TITLE: Starter: A Notebook for New Teachers

AUTHOR(S): North Carolina State Department of Public Instruction, Division for Exceptional Children, Program Development and Regional Services; Mid-South Regional Resource Center

DATE: March, 1982 PP: 304 LANGUAGE: English

PUBLICATION TYPE: Guides -- Classroom Use/Nonclassroom Use -- Teachers

SUBJECT DESCRIPTORS: Disabilities, Beginning Teachers, Educational Strategies, Academically Gifted, Classroom Environment, Student Behavior, Educational Resources

ABSTRACT: This publication is designed to assist new teachers with the task of providing appropriate educational and related services to handicapped and gifted youngsters.

Part I provides general information such as: setting up the classroom, managing student behavior, getting ready for the first day of school, etc. Part II addresses specific disabilities by providing definitions, identification procedures, behavioral characteristics suggested classroom environment, instructional strategies, and curriculum and other resources relevant to that specific disability. (MAS, 8/25/82)

PUBLISHER: 1) North Carolina State Department of Public Instruction
Division for Exceptional Children
Raleigh, North Carolina
2) Mid-South Regional Resource Center
University of Kentucky
Lexington, KY 40506

CREDITS: U.S. Department of Education, Office of Special Education and Rehabilitative Services; Contract No. #300-80-0722; PAA #04-NC-05-01

F-458

TITLE: Tennessee State Plan: Education of Hearing Impaired Children Ages 0-21

AUTHOR(S): Tennessee State Department of Education

DATE: April, 1982 PP: 68 LANGUAGE: English

PUBLICATION TYPE: Reports--Descriptive; Regulatory Materials

SUBJECT DESCRIPTORS: Statewide Planning, Exceptional Persons, Hearing Impairments, Preschool Education, Secondary Education

ABSTRACT: This five year plan for meeting the needs of hearing impaired students in Tennessee is based on a statewide study coordinated by the University of Tennessee, Department of Special Education and Rehabilitation. It contains recommendations of a Task Force comprised of five persons knowledgeable in the field who conducted a statewide conference to identify needs and participated in forums held in the nine developmental districts across the state. The six chapters are titled: I-The Process of Plan Development, II- The Rationale, III- Overview of Existing Programs, IV- Needed Resources, V- Recommendations, and VI- The Five Year Plan. (LSF, 5/23/83)

PUBLISHER: Tennessee State Department of Education
100 Cordell Hull Building
Nashville, Tennessee 37219

RRC ID: Mid-South Regional Resource Center

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722; PAA #04-TN-02-08

TITLE: Toward a Comprehensive System of Personnel Development

PREPARER(S): Mid-South Regional Resource Center; Kentucky State Department of Education

DATE: April, 1981 PP: 200 LANGUAGE: English

PUBLICATION TYPE: Collected Works--Conference Proceedings

SUBJECT DESCRIPTORS: Personnel Needs, Statewide Planning, Staff Development, Cooperative Planning

ABSTRACT: This product was developed as a working document for a conference involving the Kentucky State Department of Education, Bureau of Education for Exceptional Children and personnel from institutes of higher education. The goal of the conference was to initiate long range planning for cooperative efforts in meeting personnel needs while reacting to immediate program and economic conditions. The document contains information on: 1) federal and state requirements and issues related to the comprehensive system of personnel development (CSPD); 2) fiscal issues related to CSPD; 3) the role, responsibilities, and services related to CSPD of the Bureau of Education for Exceptional Children, Kentucky State Department of Education; and 4) CSPD practices current in other states. (MAS, 5/23/83)

PUBLISHER: Mid-South Regional Resource Center
University of Kentucky
Porter Building, Rm. 131
Lexington, Kentucky 40506

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services; Contract #300-80-0722; PAA #04-KY-10-05

TITLE: Your Child's Education

AUTHOR(S): Kentucky Department of Education, Bureau of Education for Exceptional Children; Mid-South Regional Resource Center

DATE: September, 1980 PP: 40 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Exceptional Persons, Parent Role, Individualized Instruction, Educational Legislation, Student Rights

ABSTRACT: This booklet was designed for Kentucky parents of exceptional children to help them work with schools to ensure that their children's special needs are met. It contains: (1) information about federal and state laws on the education of exceptional children and parents' rights guaranteed in the laws, (2) a description of the steps used by parents and the school in planning and reviewing Individualized Education Programs (the special program developed for the child). Checklists are included at the end of the booklet which parents can use in working with the school; and (3) meanings of words and phrases about special education. (LSF, 5/23/83)

RELATED DOCUMENT(S): Your Child's Records, The Specialists Who Help Your Child

PUBLISHER: 1. Department of Education
Bureau of Education for Exceptional Children
Frankfort, Kentucky
2. Mid-South Regional Resource Center
University of Kentucky
Lexington, Kentucky 40506

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722, 300-77-0476; PAA #04-KY-09-02; Kentucky Department of Education.

TITLE: Your Child's Records

AUTHOR(S): Kentucky Department of Education,
Bureau of Education for Exceptional Children;
Mid-South Regional Resource Center

DATE: September, 1980 PP: 36 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Exceptional Persons, Parent Role, Case Records, Confidentiality

ABSTRACT: This booklet, designed for parents in Kentucky, provides space to keep records of important information and events in a child's life. There are forms to gather background information in five areas: family, birth, development, medicine, and education. It explains that parents are important members of the team providing services to their child and the information they provide will be very useful to other specialists. The rights of parents and children with respect to school records are also described and instructions for accessing information or making changes are also given. (LSF, 5/23/83)

RELATED DOCUMENT(S): Your Child's Education, The Specialists Who Help Your Child

PUBLISHER: 1) Department of Education
Bureau of Education for Exceptional Children
Frankfort, Kentucky

2) Mid-South Regional Resource Center
University of Kentucky
Lexington, KY 40506

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0722, 300-77-0476; PAA #04-KY-09-02; Kentucky Department of Education.

TITLE: For Parents of Exceptional Students ... An Information Series

AUTHOR(S): South Atlantic Regional Resource Center in conjunction with the Florida Department of Education

DATE: 1982 PP: 5 booklets = 214 pages LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- General
Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Parent Participation, Parent Responsibility, Individualized Programs, Student Records

ABSTRACT: The Florida Department of Education Bureau of Education for Exceptional Students (BEES) requested the assistance of the SARRC in the development of a series of information booklets for parents of Florida's exceptional students. The result was a five booklet series focusing on the following topical areas:

(1) Educating Florida's Exceptional Students
(2) The Individual Educational Program
(3) Rights and Responsibilities
(4) Educational Records
(5) Resources and References

Each booklet was written specifically for parents of children receiving special education within the state of Florida. The booklets address possible questions a parent may have or should have and provide concrete examples of subject material discussed.

This information series has been printed. Over 40,000 copies have been ordered and a special study institute is scheduled by the BEES Parent Information Specialist to train LEA staff in the utilization and effective dissemination of the booklets. (Author, 7/82)

PUBLISHER: 1) South Atlantic Regional Resource Center
1236 University Drive, N.
Plantation, Fla. 33322
2) Florida State Department of Education
Bureau for Exceptional Students
Tallahassee, Florida

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0717; PAA #05-FL-13-01

TITLE: Preschool Vision Screening Kit

AUTHOR(S): South Atlantic Regional Resource Center in conjunction with the Mississippi State Department of Education

DATE: 1982 PP: 60 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Handicap Identification, Visual Impairments, Preschool Tests

ABSTRACT: Recognizing the need for the identification and evaluation of visual problems prior to school entry the Mississippi State Department of Education enlisted the services of the South Atlantic Regional Resource Center to assist in their efforts to meet this need. The resulting Preschool Vision Screening Kit is a self-contained training program for use primarily with volunteer screeners. The kit contains both a trainer's and screener's manual, all necessary testing material, sample forms and pertinent journal reprints. Utilizing A Flash Card Vision Test for Children, published by the New York Association for the Blind, the kit provides specific and detailed information for the "hows", "whys", and "what fors" of screening preschool children for visual problems.

This kit is presently undergoing final revisions and should be completed by mid-October. The Mississippi State Department of Education will be utilizing the preschool vision screening kit in conjunction with its speech and language screening materials as part of its comprehensive child identification and evaluation efforts. (author, 7/82)

PUBLISHER: 1. South Atlantic Regional Resource Center
1236 University Drive, N.
Plantation, Fla. 33322
2. Mississippi Dept. of Education
Special Education Section
Walter Sillers Bldg. Rm. 706
Jackson, Mississippi 39205

CREDITS: U. S. Department of Education, Special Education Programs; Contract #300-80-0717; PAA #05-MS-12-01

TITLE: Principal's Desk Reference to the Education of Handicapped Children

AUTHOR(S): South Atlantic Regional Resource Center in conjunction with the Ablabama State Department of Education

DATE: 1982 PP: 69 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use
Reference Materials

SUBJECT DESCRIPTORS: Mainstreaming, Disabilities, Handicap Identification, Principals, Educational Strategies

ABSTRACT: This guide was developed for the Alabama State Department of Education Program for Exceptional Children and Youth by the South Atlantic Regional Resource Center. A major concern of the Alabama Program for Exceptional Children and Youth has been the provision of information to regular education personnel working with handicapped students. Many discussions with the Alabama SEA resulted in the decision to develop an LEA principal's reference document which would recommend procedures for working with handicapped students in regular education environments. The Principal's Desk Reference to the Education of Handicapped Children is the culmination of that decision.

The intent of the guide is to provide practical information regarding the principal's role in the education of handicapped children. The format consists of listing the Provision (citing state and federal rules and regulations), and the However (alternate options in handling the provision and its consequences).

The Table of Contents includes: the building, staff, child, parent, employment and vocational training, suggested procedures checklist and sample IEP forms. The Appendices contain the texts of all rules, regulations and laws cited in the event a detailed examination of these documents is desired.

The printing of this document has been completed and it is being distributed throughout the state to all school principals, thereby providing a reference and resource on the education of handicapped students to all those involved in the education process of children in Alabama. (Author, 7/82)

(over)

PUBLISHER: 1) South Atlantic Regional Resource Center
1236 University Drive, N.
Plantation, Fla. 33322
2) Alabama State Department of Education
Programs for Exceptional Children and Youth
Room 868, State Office Building
Montgomery, Alabama 36130

CREDITS: U.S. Department of Education, Special Education Programs;
Contract No. 300-80-0717; PAA #05-AL-13-01

TITLE: Supervisors Handbook

AUTHOR(S): South Atlantic Regional Resource Center in conjunction with SEA Task Force

DATE: 1982 PP: LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- General; Guides -- Non-classroom Use

SUBJECT DESCRIPTORS: Special Education, Program Administration, Program Budgeting, Program Evaluation, Data Collection, Supervision, Clerical Workers

ABSTRACT: This manual is designed as a reference document for LEA Supervisors (Director's) of Special Education Programs. The document contains Sections on budget development, data collection, personnel development programs, use of clerical assistance, and supervision and evaluation. In addition, suggestions are given for developing contact lists, telephone directories and the development and use of planning systems.

Throughout the Handbook information is cross referenced to original source materials such as the Mississippi State Plan, procedures manual, and Federal Regulations. Arrangement of the materials is designed so that information can be modified or replaced if changes are necessary.

Written in cooperation with a task force of local Supervisors it would be especially useful to new Supervisors who need information on managing local Special Education Programs. (Author, 10/82)

PUBLISHER: South Atlantic Regional Resource Center
1236 N. University Drive
Plantation, Florida 33322

Mississippi Dept. of Education
Special Education Section
Walter Sillers Bldg. - Rm. 706
Jackson, Mississippi 39205

CREDITS U.S. Department of Education, Special Education Programs; Contract No. 300-80-0717; PAA #05-MS-14-01

N.B.: A copy of this material was not available to MARRC. To acquire copies or for additional information, contact the originating RRC or its client.

TITLE: A Continuum of Services for Emotionally Handicapped Students

AUTHOR(S): Indiana Committee on the Emotionally Handicapped; Tri-State Midwest Regional Resource Center

DATE: Spring, 1982 PP: 38 LANGUAGE: English

PUBLICATION TYPE: Reports--Descriptive

SUBJECT DESCRIPTORS: Emotional Disturbances, Program Development, Agency Cooperation

ABSTRACT: This report has been prepared for the Indiana Department of Education, Division of Special Education by the Continuum of Services Subcommittee of the Indiana Committee on the Emotionally Handicapped. It identifies the need for appropriate and improved services for emotionally handicapped children in Indiana. Components necessary for a continuum of services and a proposed plan for a full continuum of services for emotionally handicapped children have been delineated. The variables considered in the development of this model continuum are: severity of the handicapping condition, the need for pupil movement within the continuum, and program needs at different age and group levels. Both narrative and visual representation of human and non-human resources necessary for the provision of an emotionally handicapped continuum of services have been included. Recommendations are included. (author, 1982)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-IN-01

TITLE: Illinois Alliance for Exceptional Children Multi-Media Information System (DRAFT)

AUTHOR(S): Tri-State Midwest Regional Resource Center

DATE: August, 1981 PP: 22 LANGUAGE: English

PUBLICATION TYPE: Reports--Descriptive

SUBJECT DESCRIPTORS: Special Education, Information Services, Citizen Participation

ABSTRACT: This report describes the plan undertaken by the Tri-State Midwest Regional Resource Center on behalf of the Illinois Department of Education, Office of Special Educational Services. TSMRRC was assisted by the Illinois Alliance for Exceptional Children and Adults, who shared with the state agency a desire to extend outreach services and inform the general public about educational programs for the handicapped. The report identifies action steps to be taken, personnel to be involved, products/results, and follow-up activities. Guidelines for effective dissemination are appended. (MAS, 7/12/83)

RELATED DOCUMENT(S): Illinois Multi-Media Dissemination Resource Book (DRAFT)

PUBLISHER: Tri-State Midwest Regional Resource Center
Onio State University
356 Arps Hall
1945 High Street
Columbus, Onio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-IL-02

D-183

TITLE: Illinois Multi-Media Dissemination Resource Book (DRAFT)

AUTHOR(S): Tri-State Midwest Regional Resource Center; Illinios Alliance for Exceptional Children and Adults

DATE: c. 1981 PP: 229 LANGUAGE: English

PUBLICATION TYPE: Reference Materials

SUBJECT DESCRIPTORS: Special Education, Information Dissemination, Community Resources, New Media, Non-print Media

ABSTRACT: This resource book, the product of a joint effort by the Illinois Alliance for Exceptional Children and Adults, the Tri-State Midwest Regional Resource Center, and the Illinois State Department of Education, is a comprehensive listing of media resources in Illinois. Its listings of daily/weekly newspapers and publications, AM and FM radio stations, VHF, UHF and Cable television outlets, plus news release and newsclip services, training programs and other services make it a unique source of information. It was developed to enhance the efforts of the Alliance and the state agency to extend their outreach services and inform the general public about educational programs for the handicapped. (MAS, 7/12/83)

RELATED DOCUMENT(S): Illinois Alliance for Exceptional Children Multi-Media Information System (DRAFT)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-IL-02

TITLE: Indiana Guide to Federal Officials

PREPARER(S): Council of Volunteers and Organizations for the Handicapped in Indiana (COVOH); Indiana Department of Public Instruction, Division of Special Education; Tri-State Midwest Regional Resource Center

DATE: 1982 PP: 51 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Parents

SUBJECT DESCRIPTORS: Federal Government, Parent Participation, Child Advocacy

ABSTRACT: This booklet, developed to encourage parent participation in advocacy for special education, is divided into two sections: Federal Guide, and Guide for Communicating with Legislators. Included in the first section are names and address formats of relevant members of the Executive and Legislative Branches of the federal government. Pertinent committees and subcommittees of both Houses of Congress are identified including their organizational structures. More detailed information on Indiana members of the Senate and the House is provided to allow easier access by Indiana residents. The second sections contains strategies for parents to use to effectively communicate their concerns regarding education to policy makers and legislators.

PUBLISHER: Council of Volunteers & Organizations for the Handicapped in Indiana (COVOH)
3119 Cossell Drive
Indianapolis, IN 46224

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-IN-01-01

TITLE: The Interagency Cooperation for the Emotionally Handicapped NETWORK RESOURCE EXCHANGE

PREPARER(S): Tri-State Midwest Regional Resource Center

DATE: June, 1982 PP: 12 LANGUAGE: English

PUBLICATION TYPE: Reference Materials--Directories

SUBJECT DESCRIPTORS: Agency Cooperation, Emotional Disturbances, Educational Resources

ABSTRACT: Dissemination may be viewed as an interaction involving "sellers" (developers) and "buyers" (users, adopters) of practices and products, as well as an interlocking network of linkages and resources that should exist among and between buyers, sellers, supportive agencies, and sources of information. The people and projects represented in this booklet are both buyers and sellers. As sellers, they have certain materials, information, services, and expertise to offer to others. As buyers, they also seek to obtain information, materials, services, and ideas from others. The contacts are listed in matrix form, each indicating what they have to "sell" and what they wish to "buy". "Commodities" being offered and sought vary from consultation services to print material.

None of this "buying" and "selling" necessarily has a monetary basis; rather, a great deal can be shared and exchanged on the basis of a barter economy. (author, 6/82)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715

C-188 A & B

TITLE: A Multidisciplinary Team Approach to Evaluation and Placement of Handicapped Children: Presenter's Handbook & Participant Handbook (DRAFT)

PREPARER(S): Tri-State Midwest Regional Resource Center

DATE: c. 1982 PP: 79 & 22 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Teachers

SUBJECT DESCRIPTORS: Nongraded Student Evaluation, Student Placement, Team Training, Communication Skills

ABSTRACT: Both handbooks are intended for use at a workshop designed to provide participants with the opportunity to learn and practice group participation and decision-making skills which will enhance multidisciplinary team functioning. The contents of these products are designed for a single workshop session focussing on team composition and member responsibilities, communication skills, and the application of a decision-making model. The participant handbook contains descriptions of the activities and worksheets to be used with each activity: the presenter's handbook contains background information and detailed instructions for each activity, worksheets, and visuals to be used during the presentation. (MAS, 7/13/83)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715

TITLE: Needs Assessment Process Model for Inservice Training (DRAFT)

AUTHOR(S): Tri-State Midwest Regional Resource Center

DATE: c. 1981 PP: 20 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Teachers

SUBJECT DESCRIPTORS: Inservice Education, Needs Assessment

ABSTRACT: This paper, prepared for the Illinois Department of Education, Office of Special Educational Services, outlines an 8-step model for the process of conducting a needs assessment to determine training needs of personnel providing educational and related services to handicapped students. The author also discusses six issues critical to successful needs assessment activities (inservice training, small scale assessment, collaborative planning, analysis of data, involvement of local personnel, continuous efforts). A copy of a needs assessment instrument and summary sheet are appended.

RELATED DOCUMENT(S): Special Education Needs Assessment Process Model (DRAFT)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-IL-05-02

TITLE: The Parent Advisory Committee (PAC): Parental Involvement (DRAFT)

PREPARER(S): Indiana Department of Public Instruction, Division of Special Education; Council of Volunteers and Organizations for the Handicapped in Indiana (COVOH); Tri-State Midwest Regional Resource Center

DATE: 1982 PP: 6 LANGUAGE: English

PUBLICATION TYPE: Reference Materials--General

SUBJECT DESCRIPTORS: Parent Participation, Advisory Committees

ABSTRACT: This brief booklet describes the federal legislative basis for parent involvement in the special education process and the state level and local level mechanisms in Indiana for involving parents in the educational process. It focuses on the Parent Advisory Committee, its organization and its function.

PUBLISHER: Indiana Department of Public Instruction
Division of Special Education
State House, Room 229
Indianapolis, Indiana 46204

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-IN-01-01

TITLE: Report on a Survey of Interagency Collaboration Serving Emotionally Handicapped Children in Indiana (DRAFT)

AUTHOR(S): Indiana Committee on the Emotionally Handicapped; Tri-State Midwest Regional Resource Center

DATE: August, 1982 PP: 39 LANGUAGE: English

PUBLICATION TYPE: Reports--Research

SUBJECT DESCRIPTORS: Agency Cooperation, Emotional Disturbances, State Surveys

ABSTRACT: The Indiana Department of Public Instruction, Division of Special Education, established a Committee on Emotionally Handicapped to study the issues involved in providing comprehensive services to students who are emotionally handicapped. The information contained in this report is the result of a survey taken by the Interagency Collaboration Subcommittee to identify existing interagency collaboration agreements between Local Education Agencies and Mental Health Centers; identify their characteristics; identify problem areas; and provide recommendations regarding service delivery to emotionally handicapped children.

The survey instrument used to gather the information is included as are tables synthesizing the information by critical issues. (MAS, 7/10/83)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-IN-01-04

TITLE: Research Review and Recommendations Regarding Extended School Year Programming for Handicapped Pupils

AUTHOR(S): Magliocca, Larry A., Ph.D.; Barker, Hal

DATE: August, 1981 PP: 50 LANGUAGE: English

PUBLICATION TYPE: Information Analyses; Reports -- Technical

SUBJECT DESCRIPTORS: Extended School Year, Program Implementation, Program Development, Financial Support, Court Litigation, Disabilities

ABSTRACT: This report documents the results of a study conducted for the Illinois Department of Specialized Educational Services regarding criteria for determining extended school year needs of handicapped pupils. This report includes a review of administrative and judicial proceedings subsequent to and based upon the findings of Armstrong v. Kline regarding the legal requirements of extended school year programming for individual handicapped children.

Literature is reviewed and analyzed to determine support for the contention that handicapped students regress academically over the summer months without extended school year programming. Strategies for implementation of extended year programming in Illinois are recommended and a model local planning sequence is offered.

It is intended by the authors that this report be utilized as a resource and reference document in the consideration and/or development of appropriate procedures in the State of Illinois for the identification of handicapped pupils requiring extended school year programming to assure equal educational opportunity. (MAS, 8/18/82)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0715; PAA # 06-IL-04

TITLE: Review and Recommendations Regarding Revision of Indiana's Current State Definition of Severely Emotionally Handicapped

AUTHOR(S): Indiana Committee on the Emotionally Handicapped; Tri-State Midwest Regional Resource Center

DATE: Spring, 1982 PP: 12 LANGUAGE: English

PUBLICATION TYPE: Reports

SUBJECT DESCRIPTORS: Emotional Disturbances, Student Placement, State Legislation

ABSTRACT: This report was prepared for the Indiana Department of Public Instruction, Division of Special Education, by the Indiana Committee on the Emotionally Handicapped, Definition Subcommittee. Recognizing the difficulty of providing comprehensive services to emotionally disturbed students, the Subcommittee has undertaken the task of examining and recommending changes to the state's definition of "emotionally disturbed". It is intended that the redefinition will result in fewer misdiagnoses and more appropriate placements and services. An examination of the federal and other state definitions is included as are recommendations for the State of Indiana. (MAS, 7/11/83)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-IN-01

TITLE: A Seven State Survey of Policies for the Transportation of Handicapped Students

AUTHOR(S): Magliocca, Larry A., Ph.D.; Schwartz, Katharine

DATE: March, 1982 PP: 9 LANGUAGE: English

PUBLICATION TYPE: Reports--Descriptive

SUBJECT DESCRIPTORS: Exceptional Persons, Student Transportation, Administrative Policy

ABSTRACT: At the request of the State of Ohio, the Tri-State Midwest Regional Resource Center has conducted a survey of seven states' policies for transporting handicapped students. Mr. Robert Croye, Ohio's Supervisor for Handicapped Pupil Transportation, selected the following states for inclusion: Illinois, Indiana, Michigan, Missouri, North Carolina, Ohio, and Pennsylvania. The topics included emergency evacuation and wheelchair safety on school vehicles, maximum permitted time on those vehicles for one-way trips, door-to-door pickup and delivery, and state reimbursement formulae. A search of the literature and of selected states' education regulations revealed a dearth of information on the specified topics. Therefore, the sole sources of the information included in this report are the people responsible for the transportation of handicapped students in each state who were interviewed by phone. A comparison of each state's practices and procedures regarding the topics described above is included as are a list of survey respondents and a list of state agencies with financial responsibility for transportation of handicapped youngsters. (MAS, 7/11/83)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office Of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-OH-05-05

F-471

TITLE: Special Education Needs Assessment Process Model (DRAFT)

AUTHOR(S): Tri-State Midwest Regional Resource Center

DATE: August, 1981 PP: 27 LANGUAGE: English

PUBLICATION TYPE: Reports--Descriptive

SUBJECT DESCRIPTORS: Needs Assessment, Statewide Planning, Special Education

ABSTRACT: This product, developed for the Illinois Department of Education, Division of Special Educational Services, is intended for use at the local level where it will provide systematic and uniform procedures for the reporting of special education information to the state agency. It is intended that the resulting information will facilitate statewide comprehensive planning, the setting of priorities for disbursement of funds, and inservice training activities. The model delineates each step of the needs assessment process, specific data elements to be addressed in the survey, and roles and responsibilities throughout the process. Additional resources are appended.

RELATED DOCUMENT(S): Needs Assessment Process Model for Inservice Training (DRAFT)

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #00-IL-05

C-186

TITLE: Special Education Program Placement Practices: A Statistical Study of Day/Residential, In-State/Out-of-State, and Least Restrictive Placements (DRAFT)

AUTHOR(S): Tri-State Midwest Regional Resource Center

DATE: August, 1981 PP: 24 LANGUAGE: English

PUBLICATION TYPE: Reports--Research

SUBJECT DESCRIPTORS: Student Placement, Mainstreaming, Residential Institutions

ABSTRACT: This study was prepared for the Illinois State Department of Education, Office of Special Educational Services, to help state policy makers and administrators compare placement activities in Illinois with those in other states and regions. Comparisons are done according to restrictiveness of placements and costs for out-of-state and private school placements, as well as for age range, handicapping condition, etc.

PUBLISHER: Tri-State Midwest Regional Resource Center
Ohio State University
356 Arps Hall
1945 High Street
Columbus, Ohio 43210

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0715; PAA #06-IL-06-02

G-300

TITLE: Tri-State Midwest Regional Resource Center: Illinois Edition, 1981

PREPARER: Tri-State Midwest Regional Resource Center

DATE: 1981 PP: 2 (8.5" x 14") LANGUAGE: English

PUBLICATION TYPE: Reference Materials

SUBJECT DESCRIPTORS: Special Education, Resource Centers, Technical Assistance, Program Descriptions.

ABSTRACT: This informational brochure, developed for Tri-State Midwest Regional Resource Center (TMRRC) clients in Illinois, indentifies the types of services provided to Illinois clients, the nature of TMRRC's program, the staff of TMRRC, and describes briefly the Regional Resource Center program nationwide. (MAS, 8/31/82)

PUBLISHER: Tri-State Midwest Regional Resource Center
356 Arps Hall, Ohio State University
1945 North High Street
Columbus, Ohio 43210

CREDITS U.S. Department of Education, Office of Special Education; Contract No. 300-80-0715; PAA #06-IL-02

F-445

TITLE: Applications of Microcomputers for Special Education Administration

SERIES: For Your Information

PREPARER(S): Griffith-Sheriff, Denise; Walter, Virginia

DATE: October 1981 PP: 1(8.5x14) LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- General
Guides -- Nonclassroom Use -- Administrators

SUBJECT DESCRIPTORS: Special Education, Educational Administration, Microcomputers, Programing, Selection

ABSTRACT: This single page document is an overview of the uses of microcomputers for special education administration. In addition to listing specific computer uses, it includes a sampling of firms that have developed useful software packages, along with some qualifications to consider before investing in any software system. Sources for furtner information, including organizations, clearinghouses, journals and directories, are also included. (SC, 6/22/82)

RELATED DOCUMENT(S): For Your Information Series: 1) For Parents of Handicapped Children: Tips for Working with School Personnel 2) Public Law 94-142: What Does It Means for the Classroom Teacher? 3) For Special Educators: Tips for Working with Regular Classroom Teachers 4) Managerial Applications of the Microcomputer for Special Education Teachers

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS U.S. Department of Education, Office of Special Education; Contract No. 300-80-0719; sphere activity/product

E-121

TITLE: Autism Sourcebook For Parents and Professionals

AUTHOR(S): Balow, Bruce; Raison, Susan; Reid, Guynel

DATE: November 1980 PP: 94 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use
Reference Materials -- Catalogs

SUBJECT DESCRIPTORS: Autism, Resource Materials, Federal Legislation

ABSTRACT: This document is intended as a resource for parents of autistic children and for professionals who provide services to autistic children. The prevalence of autism is discussed as are some characteristics of autistic children. Some successful treatment strategies are identified. The rights of autistic children and their parents as guaranteed by three pieces of federal legislation are presented. The majority of the book contains listings of resources, both print and non-print and organizational, which are of use to parents and professionals who care for autistic children. (MAS, 8/23/82)

PUBLISHER: Special Education Programs
University of Minnesota
Minneapolis, Minnesota

AVAILABLE FROM: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: 1) U.S. Department of Education, Office of Special Education; Contract No. #300-80-0719; PAA #07-RE-02-07
2) U.S. Department of Health and Human Services, Office of Developmental Disabilities, Region V; 50-P2563715-01.

C-173
E-183

TITLE: Causes and Treatment of Chemical Abuse: A Guide for Educational Personnel

AUTHOR: Lininger, Robert

DATE: June, 1982 PP: 21 LANGUAGE: English

PUBLICATION TYPE: Reports -- General; Statistical Data

SUBJECT DESCRIPTORS: Young Adults, Drug Abuse, Alcholism, Behavior Problems, Emotional Problems, Psychological Characteristics, Community Services

ABSTRACT: This report has been written for educators and parents who presently have limited knowledge about what to do and where to go when problems related to chemical use are evident or suspected. The intent of this report is to focus on eighteen to twenty-one year old young adults handicapped by emotional and/or behavior problems. The report includes: (1) available statistics describing the prevalence of alchohol and drug use, (2) personality and behavior characteristics of those who are more likely to abuse alcohol and other drugs, and (3) a discussion of treatment and prevention approaches which are available to Minnesota residents. (Author, 8/11/82)

PUBLISHER: Upper Midwest Regional Resource Center
1st Floor
2037 University Ave. SE
Minneapolis, MN 55414

CREDITS: U.S. Department of Education, Office of Special Education and Rehabilitation Services; Contract No. 300-80-0719; PAA # 07-MN-06-01

B-549

TITLE: Curriculum Guides For General Learning Disabilities Students: Program Assistance Report No. 5

SERIES: Program Assistance Reports

PREPARER: Chang, Gerald

DATE: September, 1981 PP: 35 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- Bibliographies

SUBJECT DESCRIPTORS: Learning Disabilities, Curriculum Guides, Curriculum Development, Primary Education, Secondary School Curriculum, Daily Living Skills, Industrial Education, Vocational Education, Career Education

ABSTRACT: This report contains an annotate bibliography of curriculum guides for students with general learning disabilities (GLD). The materials presented were identified according to their nature and scope as pertaining to specific curricular objectives. The six sections under which the materials are organized include: general special education (crossing categories and grade levels), primary grades, secondary grades, daily living skills, science, and social-vocational-industrial-career education. These materials will be useful to districts engaged in curriculum development or curriculum revision for handicapped students. (SC, 6/82)

RELATED DOCUMENTS: Program Assistance Reports 1-4, 6-10

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education and Rehabilitation Services; Contract #300-80-0719; PAA 07-RE-03-04

E-201

TITLE: Education of the Severely Handicapped: A Cognitive Roadmap for the 1980's

AUTHOR(S): Johnson, Richard A.; York, Robert; Gadberry, Eva

DATE: March, 1983 PP: 151 LANGUAGE: English

PUBLICATION TYPE: Information Analyses

SUBJECT DESCRIPTORS: Severe Disabilities, Program Design, Rural Education, Models

ABSTRACT: This monograph provides a state-of-the-art analysis of the status of educational programs for the severely handicapped. The definition of a program for the severely handicapped, for purposes of analysis, is that supplied by the Johnson/Gadberry Program Development model described in Chapter II. The product of a federal program, the model identifies four knowledge and understanding components which relate to the background information one must have to design, develop, or operate programs, and seventeen action components all of which must be addressed in substantive form if a program is to approximate a quality program. Its structure and design serve as the "cognitive roadmap" by which analyses of other programs for the severely handicapped are organized. Each of the programs is discussed in terms of "ideal practices" and "actual practices"; the discrepancies are analyzed and conclusions are drawn. Two additional considerations of concern to professionals involved with this population are discussed--cost-effectiveness and program development in rural areas. (MAS, 6/28/83)

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue, S.E.
Minneapolis, MN 55414

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0719

D-167

TITLE: For Parents of Handicapped Children: Tips for Working With School Personnel

SERIES: For Your Information

PREPARER(S): Loftus, Laura; Walter, Virginia

DATE: October 1981 PP: 1 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- General
Guides -- Nonclassroom Use -- Parents

SUBJECT DESCRIPTORS: Parent Participation, Parent School Relationship, Special Education

ABSTRACT: Tnis is a one page summary for the parents of handicapped children. In addition to advisiong them of their rights, it includes suggestions for their productive participation in their child's education. Emphasis is placed on open communication. A list of references is also included. (SC, 6/23/82)

RELATED DOCUMENT(S): For Your Information Series: 1) For Special Educators: Tips for Working With Regular Classroom Teachers 2) Public Law 94-142: What Does It Mean for the Classroom Teacher? 3) Applications of Microcomputers for Special Education Administration 4) Managerial Applications of the Microcomputer for Special Education Teachers

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0719; sphere product/activity

TITLE: For Special Educators: Tips for Working with Regular Classroom Teachers

SERIES: For Your Information

PREPARER(S): Loftus, Laura; Walter, Virginia

DATE: October 1981 PP: 1 LANGUAGE: English

PUBLICATION TYPE: Reference Materials--General; Guides--Classroom Use--Teachers

SUBJECT DESCRIPTORS: Special Education Teachers, Teachers, Interprofessional Relationship, Communication Skills

ABSTRACT: The authors have prepared a succinct listing of suggestions that a special educator may use to develop communication skills and effective consultation techniques to be used with regular classroom teachers. (SC, 6/23/82)

RELATED DOCUMENT(S): For Your Information Series: 1) For Parents of Handicapped Children: Tips for Working with School Personnel (D-167); 2) Public Law 94-142: What Does It Mean for the Classroom Teacher? (C-175, D-168); 3) Applications of Microcomputers for Special Education Administration (F-445); 4)Managerial Applications of the Microcomputer for Special Education Teachers (B-555, F-446).

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0719; sphere activity/ product

TITLE: Tne Future Role of Special Education Within Regular Education

PREPARER(S): Upper Midwest Regional Resource Center

DATE: November 17 & 18, 1983 PP: 7 90-minute audiotapes LANGUAGE: English

PUBLICATION TYPE: Collected Works--Conference Proceedings, Audiovisual Materials

SUBJECT DESCRIPTORS: Long Range Planning, Special Education, Education, Intergroup Relations

ABSTRACT: These seven 90-minute audio tapes contain presentations made by keynote speakers at a conference on "The Future Role of Special Education Within Regular Education" held on November 17th and 18th, 1982. The Speakers are: Richard Elmore, Denis Doyle, David P. Snyder, and Earl Joseph. (MAS, 5/29/83)

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Mn. 55414

CREDITS: U. S. Department of Education, Office of Special Education, Special Education Programs; Contract #300-80-0719

B-555
F-446

TITLE: Managerial Applications of the Microcomputer for Special Education Teachers

SERIES: For Your Information

PREPARER(S): Griffith-Sheriff, Denise; Walter, Virginia

DATE: October, 1981 PP: 1 (8.5x14) LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- General
Guide -- Nonclassroom Use -- Teachers

SUBJECT DESCRIPTORS: Microcomputers, Special Education Teachers, Programing, Selection

ABSTRACT: The authors have documented some of the uses a special education teacher may make of microcomputers. In addition to listing specific uses, it includes a sampling of firms that have developed useful software systems. Sources for further information, including organizations, clearinghouses, journals and directories, are also included. (SC, 6/21/82)

RELATED DOCUMENT(S): For Your Information Series: 1) For Parents of Handicapped Children: Tips for Working with School Personnel 2) Public Law 94-142: What Does It Mean for the Classroom Teacher? 3) For Special Educators: Tips for Working with Regular Classroom Teachers 4) Applications of Microcomputers for Special Education Administration

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0719; sphere product/activity

F-257

TITLE: Policy Options For Serving Autistic-Like Children In Rural Areas: Program Assistance Report No. 8

SERIES: Program Assistance Reports

AUTHOR(S): Balow, Bruce J. Ph.D.; Raison, Susan; Raison, Jeffrey

DATE: 1982 PP: 43 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use -- Administrators Viewpoints

SUBJECT DESCRIPTORS: Autism, Educational Policy, Special Programs, Cost Effectiveness, Parent Participation, Personnel Needs, Educational Quality

ABSTRACT: In this report, several policy options are presented that address issues of educating autistic children in rural and sparsely populated areas. While directed specifically to children labeled autistic, most of the information is equally appropriate to low icidence and severely handicapped children. A description of the issues and problems in educating autistic children is presented. Policy options for classifying and counting autistic children and for provision of service are described, with advantages and disadvantages indicated. Categorical and generic programs of service are analyzed with specific attention to five issues: 1) availability of service; 2) quality of service; 3) cost effectiveness; 4) personnel preparation; and 5) parent participation. The authors conclude that the generic option provides the most advantages in four of the five issues and that the categorical program option appears to be better suited to parent participation. (MAS, 8/23/82)

RELATED DOCUMENT(S): Program Assistance Reports 1-7, 9, 10

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0719; PAA #07-RE-02-07

E-169

TITLE: Programming For Emotionally Disturbed Students In Rural Public Schools: Conference Proceedings. Program Assistance Report No. 6

SERIES: Program Assistance Reports

PREPARER: Upper Midwest Regional Resource Center

DATE: c. 1982 PP: 123 LANGUAGE: English

PUBLICATION TYPE: Collected Works -- Conference Proceedings

SUBJECT DESCRIPTORS: Emotional Disturbances, Behavior Problems, Program Descriptions, Rural Education, Self-contained Classrooms, Resource Room Programs, Mainstreaming

ABSTRACT: This document contains written descriptions of five programming options for emotionally disturbed/behavior disordered students. Specifically they are self-contained special class, resource room, consultant teacher, management assistant and regular teacher in the mainstream. These particular options were selected as appropriate and feasible for rural and small town schools. All have been proven effective in the local school districts in which they have been developed. It is the belief of the authors that these programs present reasonable alternatives in matters of transportation, staffing, organization and classroom management for those interested in serving students in rural and small town districts. The explication of the delivery options should provide a useful framework for developing much needed services. (LSC, 6/82)

RELATED DOCUMENT(S): Program Assistance Reports 1-5, 7-10

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Special Education Progarms; Contract No. 300-80-0719; PAA #07-RE-02-06

C-175
D-168

TITLE: Public Law 94-142: What Does It Mean for the Classroom Teacher?

SERIES: For Your Information

AUTHOR(S): Griffith-Sheriff, Denise; Walter, Virginia

DATE: October 1981 PP: 1(8.5x14) LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- General
Guides -- Nonclassroom Use -- Teachers

SUBJECT DESCRIPTORS: Federal Legislation, Special Education, Teacher Participation

ABSTRACT: This one-page document highlights questions that are commonly asked by classroom teachers regarding P.L. 94-142 -- how it affects them and their jobs. It also includes a listing of additional publications that are intended to instruct and reassure regular classroom teachers re their involvement with handicapped children. (SC, 6/23/82)

RELATED DOCUMENT(S): For Your Information Series: 1) For Parents of Handicapped Children: Tips for Working with School Personnel 2) For Special Educators: Tips for Working with Regular Classroom Teachers 3) Applications of Microcomputers for Special Education Administration 4) Managerial Applications of the Microcomputer for Special Education Teachers

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0719; sphere activity/product

E-194

TITLE: Resource Catalogue: Educating Behaviorally Disordered and Emotionally Disturbed Pupils. Program Assistance Report No. 11

SERIES: Program Assistance Reports

PREPARER(S): Wood, Frank; Lininger, Robert; Balow, Bruce

DATE: August, 1982 PP: 108 LANGUAGE: English

PUBLICATION TYPE: Reference Materials--Catalogs

SUBJECT DESCRIPTORS: Emotional Disturbances, Antisocial Behavior, Handicap Identification, Behavior Patterns, Resource Materials

ABSTRACT: This document contains not only descriptions of 57 print resources but also contains a discussion of the problems confronting those professionals who provide services to emotionally and behaviorally disturbed pupils. Legal advocacy issues are also discussed. The preparers offer a working definition of emotionally/behaviorally disturbed and delineate characteristics typical of this student. The document is organized so that resources can be accessed by elements such as: assessment, curriculum, incidence, behavioral/medical/psychoeducational intervention strategies, programs, parents, etc. (MAS, 5/29/83)

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, MN 55414

CREDITS: U. S. Department of Education, Office of Special Education, Special Education Programs; Contract #300-80-0719

TITLE: Resource Catalogue: Identification and Assessment of Preschool Handicapped Birth to Three. Program Assistance Report No. 7

SERIES: Program Assistance Reports

AUTHOR(S): Griffith-Sheriff, Denise; Bruininks, Robert H.

DATE: January, 1982 PP: 125 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- Catalogs

SUBJECT DESCRIPTORS: Infants, Preschool Children, Disabilities, Educational Assessment, Handicap Identification, Resource Materials

ABSTRACT: This catalogue contains descriptions of resource and materials that focus on identification and assessment of handicapped children birth of three years of age. Descriptions of 81 books, papers, guides, media kits, films, handbooks, and other types of resources relevant to preschool handicapped birth to three (highlighting assessment and identification) are listed. Each resource description includes title, author/editor/compiler, publisher/producer, availability, publication date, cost abstract, and subject descriptors. Only materials written after 1974 are listed. All resources are readily accessible and no out-of-print items have been included. A list of further resources to contact is offered in the last section of the catalogue. (MAS, 8/23/82)

RELATED DOCUMENT(S): Program Assistance Reports 1-6, 8-10

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0719; PAA #07-RE-05-03

E-182

TITLE: Resource Catalogue for Teachers of Severely Handicapped Students: Program Assistance Report No. 10

AUTHOR(S): Wenner, Lynette; Ilmer, Steven; Balow, Elizabeth

DATE: July 1982 PP: 196 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- Catalogs

SUBJECT DESCRIPTORS: Severe Disabilities, Multiple Disabilities, Educational Resources, Curriculum, Instructional Materials

ABSTRACT: This catalog provides descriptions of 116 printed materials for use by teachers and other personnel working with severe multiple handicapped students in the areas of curriculum development and instructional design. The majority of the references cited in this resource catalogue are directed toward the education and developmental needs of youngsters whose cognitive, behavioral and/or neurological deficits are so extensive that these students truly require extraordinary educational services and instructional provisions. The materials descriptions are indexed by several categories -- curriculum and instruction, assessment and evaluation, content areas such as cognitive and communication skills, prevocational and vocational programming, integration, parents, and disabilities. Additional organizational resources are also listed. (MAS, 8/11/82)

PUBLISHER: Upper Midwest Regional Resource Center
1st Floor
2037 University Ave. SE
Minneapolis, MN 55414

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0719; PAA #07-RE-04-03

F-464
E-202

TITLE: A Series of Professional Training Modules on the Education of Severely Handicapped Learners: An Update on Educational Best Practices

EDITOR(S): Voeltz, Luanna

DATE: 1983 PP: 429 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Teachers

SUBJECT DESCRIPTORS: Severe Disabilities, Program Design, Models, Rural Education, Inservice Education

ABSTRACT: The overall purpose of this staff development activity was to bring together national leadership personnel and practitioners with responsibilities in community programs for the education of severely handicapped students. The inservice training modules included in this manual provide a current statement of educational best practices by four leading professionals and their colleagues and students. Taken together, the modules provide a comprehensive updating of both knowlege of program design criteria and specific skill development in utilizing effective instructional strategies with severely handicapped learners. The information and training activities are relevant to the needs of program administrators and the various professionals providing direct services to students. The sequence and content of the four modules was planned specifically for special education teachers and related professionals (occupational therapists, physical therapists, speech therapists, psychologists, etc.). The modules are designed so that each can be instructed by a professional special educator who is knowledgeable regarding the learning characteristics of severely handicapped students, the specific material presented in the module, and basic delivery of an inservice training workshop. Thus, university teacher training programs, local educational agencies can implement any or all of the training modules for professional training needs by utilizing onsite instructional expertise. The papers contained in this manual while not specifically focused on rural/sparsely populated areas, provide approaches to the education of severely handicapped students that can help the practitioner transcend these structural barriers. (author, 3/83)

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, MN 55414

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0719

F-444

TITLE: Staff Development Needs in Special Education: A Minnesota Study. Program Assistance Report No. 9

SERIES: Program Assistance Reports

AUTHOR: Knox, Stanley C.

DATE: March 1982 PP: 75 LANGUAGE: English

PUBLICATION TYPE: Reports -- Research/Technical

SUBJECT DESCRIPTORS: Staff Development, Special Education, Personnel Needs

ABSTRACT: This document fully describes a study that was conducted in order to plan a comprehensive program of staff development. The overall goal for the activity was to provide a definitive statement regarding the Minnesota state-wide inservice needs for personnel in local school who are responsible for providing an education to handicapped children. An extensive list of these needs are provided. Study procedures, results, conclusions and recommendations are included. Appendices contain the questionnaires used for both direct service and administrative personnel. (SC, 6/25/82)

RELATED DOCUMENT(S): Program Assistance Reports 1-8, 10.

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0719; PAA #07-RE-04-03

C-168

TITLE: State Regulations and Policies Regarding Instructionally Related Services: Program Assistance Report No. 4

SERIES: Program Assistance Reports

PREPARER: Chang, Gerald

DATE: September, 1981 PP: 11 LANGUAGE: English

PUBLICATION TYPE: Information Analyses

SUBJECT DESCRIPTORS: State Legislation, Local Legislation, Ancillary School Services, Noninstructional Responsibility

ABSTRACT: This resource document contains a matrix of state and local policies, regulations and standards for instructionally related services identifying the nature of the related service, the type of service, and the agency providing the service. Thirty-seven states are included in the survey. (MAS, 8/23/82)

RELATED DOCUMENT(S): Program Assistance Reports 1-3, 5-10

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education and Rehabilitation Services; Contract #300-80-0719; PAA #07-RE-01-03

F-413

TITLE: State Regulations and Policies Regarding Interagency Agreements for Special Education Instruction: Program Assistance Report No. 3

SERIES: Program Assistance Reports

AUTHOR: Chang, Gerald

DATE: September, 1981 PP: 10 LANGUAGE: English

PUBLICATION TYPE: Information Analyses

SUBJECT DESCRIPTORS: State Legislation, Agency Cooperation, Special Education, Financial Support, Ancillary School Services

ABSTRACT: This report contains a matrix of state regulations and policies regarding the delivery of non-educational diagnostic services, instructionally-related services, and fiscal responsibilities for services delivered to the handicapped within the context of interagency cooperation to achieve quality service delivery. Thirty-four states are included in the survey. (MAS, 8/23/82)

RELATED DOCUMENT(S): Program Assistance Reports 1, 2, 4-10

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education and Rehabilitation Services; Contract No. #300-80-0719; 07-RE-01-03

F-412

TITLE: State Regulations and Policies Regarding Supervision of Special Education Staff: Program Assistance Report No. 2

SERIES: Program Assistance Reports

PREPARER: Chang, Gerald

DATE: September, 1981 PP: 11 LANGUAGE: English

PUBLICATION TYPE: Information Analyses

SUBJECT DESCRIPTORS: State Legislation, Teacher Supervision, Special Education Teachers, School Personnel

ABSTRACT: This report contains a matrix of state regulations and policies which address the supervision of special education staff for specific programs, for special education in general, and for other situations when supervision of staff is addressed by state policy. Those states which have no specific state guidelines regarding supervision are also identified. Thirty-five states are included in the survey. (MAS, 8/23/82)

RELATED DOCUMENT(S): Program Assistance Reports 1, 3-10

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
22037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education and Rehabilitation Services; Contract No. #300-80-0719; 07-RE-01-03

E-164

TITLE: State Regulations and Policies Regarding the Provision of Service To Children In Out of School Placements: Program Assistance Report No. 1

SERIES: Program Assistance Reports

PREPARER: Chang, Gerald

DATE: September, 1981 PP: 23 LANGUAGE: English

PUBLICATION TYPE: Information Analyses

SUBJECT DESCRIPTORS: Student Placement, State Legislation, Nonschool Educational Programs, Homebound, Hospitalized Children, Institutionalized Persons, Residential Programs

ABSTRACT: This report provides a matrix of state policies and regulations which address the delivery of service to children in out-of-school placements, specifically, homebound/hospital based services, residential services, institutional services, and other non-school services. Thirty-six states are included in the survey. (MAS, 8/23/82)

RELATED DOCUMENT(S): Program Assistance Reports 2-10

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education and Rehabilitation Services; Contract #300-80-0719; PAA #07-RE-01-03

G-301

TITLE: Using Consultants

AUTHOR(S): Bruininks, Virginia L.; Griffith-Sheriff, Denise

DATE: January 1981 PP: 15 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Consultants, Employment Qualifications,

ABSTRACT: This short pamphlet addresses the most effective way to make use of a consultant by outlining specific measures to be taken by the hiring organization. Emphasis is on the need for careful planning on the part of the client before the consultant arrives and on the follow-up aspects following the consultant's departure. Definitions of the consultation process are also included. (SC, 6/23/82)

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, Minnesota 55414

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0719; sphere activity/product

E-200

TITLE: A Workable Approach to Prevocational Training for Severely Handicapped Students

AUTHOR(S): Rudolph, Jo Ellen; Heaton, Elaine E.

DATE: April, 1983 PP: 56 LANGUAGE: English

PUBLICATION TYPE: Guides--Classroom Use--Teachers

SUBJECT DESCRIPTORS: Prevocational Education, Severe Disabilities, Job Placement, Work Attitudes

ABSTRACT: The intent of this curriculum is to help teachers develop in their severely handicapped students the skills which will make them eligible for adult vocational services which are likely to help them be successful job placement candidates. The skills were identified by professionals working with the adult handicapped population and are based on eligibility criteria relevant to adult vocational services. The material presented is divided into four sections.

Section A in Tables 1 through 3 describes the nineteen (19) skills the adult vocational facilities recommend that clients know before they enter into the systems. Section B describes methods of developing a simulated work setting called a Work Practice Center. Found in Section C are helpful hints in developing motivation and the other 18 skills identified as necessary for placement in work settings. Living alternatives and skill levels for use of leisure time are described in Section D. (MAS, 6/28/83)

PUBLISHER: Upper Midwest Regional Resource Center
University of Minnesota
2037 University Avenue S.E.
Minneapolis, MN 55414

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0719.

F-448

TITLE: Exemplary Special Education Programs in Louisiana Schools: Procedural Handbook for the Identification and Support of Exemplary Programs (DRAFT)

PREPARER: Southwest Regional Resource Center; Louisiana State Department of Education

DATE: March 4, 1982 PP; 44 LANGUAGE: English

PUBLICATION TYPE: Guide -- Nonclassroom Use

SUBJECT DESCRIPTORS: Special Education, Validated Programs, Identification, Program Improvement

ABSTRACT: This is a procedural handbook for special educators, designed to help the state of Louisiana formally identify exemplary special education programs, recognize and support their success, and to encourage other special educators in the state to use these programs as a resource when planning improvements in instructional programs. Examples of letters, nomination forms, and site visit reports are included.

PUBLISHER: Louisiana State Department of Education
Office of Special Educational Services
P.O. Box 44064
Baton Rouge, Louisiana 70804

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0725; PAA # 08-LA-08

TITLE: Important Facts for the Parent of an Exceptional Child; Hecos Importantes Para Los Padres de Ninos Excepcionales

PREPARERS: DeLayo, Leonard J.; Morgan, Alan D.; Gutierrea, Elie S.

DATE: June, 1982 PP: 68 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- General; Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Special Education, Educational Diagnosis, Parent Responsibilities, School Responsibilities, Hispanic Americans

ABSTRACT: This booklet was prepared by the New Mexico SEA as a guide for local school districts and parents of students who are to undergo the screening or diagnostic process. The booklet focuses on the rights and responsibilities of both the school and the parents with regard to the provision of special education services, emphasizing that schools and parents must work together in order to meet the students' needs. Written in both Spainish and English, the booklet includes definitions of programs in New Mexico and a glossary of terms applicable to the exceptional student. (SC, 6/22/82

PUBLISHER: 1) New Mexico Department of Education
Santa Fe, New Mexico

2) Southwest Regional Resource Center
Louisiana State Department of Education
Office of Special Educational Services
One American Place, Suite 1402
Baton Rouge, Louisiana 70825

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0725; PAA # 08-NM-03

TITLE: Mainstreaming Inservice Packet

PREPARER: Southwest Regional Resource Center

DATE: June, 1982 PP: 184 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Mainstreaming, Inservice Teacher Education, Program Development

ABSTRACT: This packet provides a series of activities to assist school personnel become familiar with a systematic approach to successful mainstreaming. Also provided are some strategies for educational intervention with mainstreamed students, and some effective communication techniques. It includes a pre-workshop activity and twelve steps for developing a mainstreaming program for schools. (SC, 6/22/82)

PUBLISHER: 1) Southwest Regional Resource Center

2) Louisiana State Department of Education
Office of Special Educational Services

AVAILABLE FROM: Southwest Regional Resource Center
Louisiana State Department of Education
Office of Special Educational Services
One American Place, Suite 1402
Baton Rouge, Louisiana 70825

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0725; PAA # 08-LA-06

E-184

TITLE: Resource Materials: The Emotionally Disturbed Student in the Education Setting (DRAFT)

PREPARER: Southwest Regional Resource Center

DATE: c. 1982 PP: 292 LANGUAGE: English

PUBLICATION TYPE: Journal Articles; Reference Materials -- General

SUBJECT DESCRIPTORS: Emotional Disturbances, Student Behavior, Behavior Change, Affective Behavior, Psychoeducational Methods, Teacher Morale

ABSTRACT: A compilation of some of the current literature pertinent to teachers of emotionally disturbed students, this document contains articles and exercises in the areas of:
Burnout/Stress;
Assessment Resources;
Affective Domain;
Psychoeducational Approach and Management Strategies;
Improving Student Behavior
(SC,6/21/82)

PUBLISHER: Southwest Regional Resource Center
Louisiana State Department of Education
Office of Special Educational Services
One American Place, Suite 1402
Baton Rouge, Louisiana 70825

CREDITS: U.S. Department of Education, Special Education Programs; Contract #300-80-0725; PAA #08-OK-05

TITLE: Strategies and Procedures for Educational Programming of Secondary Handicapped Students in Oklahoma (DRAFT)

PREPARER: Southwest Regional Resource Center

DATE: June, 1982 PP: 67 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use; Reports -- Descriptive; Legislative Materials

SUBJECT DESCRIPTORS: Vocational Education, Federal Legislation, State Legislation (Oklahoma), Educational Policy, Curriculum Design, Instruction

ABSTRACT: This handbook was designed for teachers and school administrators to use as a guide in developing educational procedures for handicapped students of secondary school age. It contains sections on related federal and state legislation; state policy and recommended procedures; and instructional strategies. Emphasis is placed on a comprehensive and cooperative effort among all professionals and agencies concerned with developing quality programs for handicapped secondary students. (SC, 6/24/82)

PUBLISHER: 1) Southwest Regional Resource Center
One American Way, Suite 1402
Baton Rouge, Louisiana 70825

2) Oklahoma State Department of Education
Special Education Section
2500 North Lincoln
Oklahoma City, Oklahoma 73105

AVAILABLE FROM: Special Education Section
Oklahoma State Department of Education
2500 North Lincoln
Oklahoma City, Oklahoma 73105

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0725; PAA #08-OK-01

TITLE: Training Package to Assist School Personnel in the Effective Use of the "Parent and Student Rights for a Special Education" Booklet

AUTHOR: Vaughan, Marianne, Ph.D.

DATE: February, 1982 PP: 143 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use -- Administrators

SUBJECT DESCRIPTORS: Special Education, Parent Responsibility, Student Rights, Parent School Relationship, Parent Attitudes

ABSTRACT: This training package has been developed to train educators to effectively use Texas' parent rights' booklets as a means of making parents aware of their roles and responsibilities in their child's education. It addresses:

-the necessity for training

-the importance of the parents rights' booklets

-the distribution of the booklets

-cooperation in dealing with attitudes and feelings

-the parent-school partnership

It is designed for use by Regional Education Service Center personnel in their training activities with local administrators. The training package is divided into three section: script, activities, and resources. The script section details what is to be said for each area in the content outline; the activities section includes those activities appropriate for each content area; the materials section lists the appropriate materials for each content area (e.g., transparencies, group worksheets). (SC/MAS, 8/20/82)

PUBLISHER: Southwest Regional Resource Center
One American Place, Suite 1402
Baton Rouge, Louisiana 70825

CREDITS: U.S. Department of Education, Special Education Programs; Contract #300-80-0725; PAA #08-TX-02

TITLE: Training Personnel to Design, Implement and Evaluate Inservice Activities

PREPARER: Southwest Regional Resource Center

DATE: 1981 PP: 168 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Inservice Education, Workshops, Trainers, Training Methods, Program Design, Program Evaluation, Communication Skills

ABSTRACT: This inservice package is designed to be used at a workshops to teach potential inservice trainers the skills necessary for implementing effective workshops.

The inservice activity has three main goals:

1) Participants will learn techniques for working with groups of adults in inservice activities.

2) The participants will learn techniques for organizing and designing workshops.

3) The participants will share information with each other on techniques for designing, conducting and evaluating workshops.

In the first part of the workshop, potential inservice facilitators are expected to identify various roles that facilitators and participants can take in inservice activities. In the second part of workshop, skills which inservice trainers need to organize and implement a workshop are discussed. (MAS, 6/24/82)

PUBLISHER: Southwest Regional Resource Center
Louisiana State Department of Education
Office of Special Educational Services
One American Place, Suite 1402
Baton Rouge, LA 70825

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0725; PAA #08-LA-10

TITLE: Child-Parent-Educator: The Link to Success

PREPARER(S): Midwest Regional Resource Center

DATE: October, 1982 PP: 110 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Teachers

SUBJECT DESCRIPTORS: Parent School Relationship, Parent Teacher Cooperation, Parent Participation

ABSTRACT: The topic of parent involvement in the education of exceptional children continues to challenge educators. Educators want parents to be involved and parents want to be involved. The key to successful educational programming is to develop a meaningful way to work together. This kit of ideas and resources was developed for special educators. The primary purpose of the kit is to offer a variety of hands-on materials, activities, resources and ideas that educators can use with parents in an attempt to establish a meaningful partnership. The suggestions given are made to help special educators meet the needs of the parents they work with while meeting the needs of the special population of students they serve.

The kit contains six sections: 1) The Art of Interviewing; 2) Parents as Part of the Team; 3) The Hard-to-Reach Parent; 4) Working with Parents at Home; 5) What's Working; and 6) Resources. (MAS, 7/5/83)

PUBLISHER: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0726; PAA #09-25-01

TITLE: Communication Skills Workshop (DRAFT)

AUTHOR: Schuffman, Jeannie; Midwest Regional Resource Center

DATE: 1982 PP: 174 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Communication Skills, Parent Teacher Cooperation, Disabilities, Cooperative Planning, Parent Workshops

ABSTRACT: This product is a two-day activity-based workshop to improve communication skills. It was designed to assist parents and educators of children with handicaps enhance their individual communication skills in order to improve communication between one another. Through effective communication, parents and educators can work together to develop appropriate educational programming for the children.

The workshop is designed with eight modules, each building on the other. The first module provides an opportunity for participants to become acquainted. The following modules focus on the modes, styles and skills of communication, giving and receiving feedback, and confrontation. The workshop concludes with a mock staffing in which participants have an opportunity to practice the skills learned during the workshop.

The training package provides the facilitator with instructions, materials, activities for each module, and references/resources to conduct the workshop. (Author, 7/82)

PUBLISHER: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

AVAILABLE FROM: not available

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0726; PAA #09-25-01-02

N.B.: A copy of this material was not available to MARRC. To acquire copies or for additional information, contact the originating RRC or its client.

C-150

TITLE: Counseling Special Students: An Activity Book for Encouraging Positive Interaction Between Non-Handicapped and Handicapped Students

SERIES: Counseling Special Students

AUTHOR: Loucks, Hazel

DATE: March, 1981 PP: 47 LANGUAGE: English

PUBLICATION TYPE: Guides -- Classroom Use -- Teachers
Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Attitude Change, Class Activities, Definitions, Disabilities, Elementary Secondary Education, Interaction, Mainstreaming, Peer Acceptance, School Counselors, Student Attitudes

ABSTRACT: The activity book is designed to assist school counselors in preparing nonhandicapped persons to interact in a positive manner with the handicapped. An introductory section defines the term handicapped, offers program management guidelines, considers needs assessment, and describes three counseling models (peer helper, classroom guidance, and service group). Section II contains activities to use with groups of nonhandicapped students. Section III contains activities for small groups consisting of both handicapped and non-handicapped students. Section IV contains activities for the total school population. Information on each activity usually includes objectives, materials needed, time, procedures, follow-up questions, and comments. Appended is a paper titled, "Who Are the Handicapped?" which gives definitions for various disabilities. (ERIC)

RELATED DOCUMENT(S): Counseling Special Students Series: 1) Individual and Group Counseling with Special Students; 2) Building Better Partnerships Between Parents and Educators; and 3) Career Education and the Special Student -- An Activity Book

PUBLISHER: 1) Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

(over)

2) Iowa Department of Public Instruction
Division of Special Education; Guidance Services
Section; and Special Needs Section
Des Moines

CREDITS: U.S. Department of Education, Office of Special Education;
Contract #300-80-0726; PAA #09-Region

C-171

TITLE: Counseling Special Students: Building Better Partnerships Between Parents and Educators

SERIES: Counseling Special Students

AUTHOR(S): Shaffer, Joyce D.; Bell, Jane E.

DATE: March 1982 PP: 76 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Parent Counseling, Counseling Techniques, Counselor Role, Parent Participation, Parent Teacher Cooperation

ABSTRACT: This monograph was developed to assist school counselors in successfully involving parents as partners with educators in the programming of handicapped children.

The monograph is divided into two sections: Section one is titled "The Counselor as Initiator of Parental Involvement." This section deals with the counselor taking the role of initiating ivolvement of parents to familiarize them with the process for programming for handicapped students. Ideas and materials are presented that counselors can use to assist parents in becoming familiar with due process, gathering information, learning about an IEP and preparing for team meetings.

Section Two "The Counselor as Trainer" involves the counselor as a trainer of both parents and educators via inservice meetings. Specific activities are provided for increasing communication and participation, to aid in understanding the language and roles of educators and parents, to improve observations of students and to develop skills for writing IEP goals.

The monograph is intended to provide counselors with practical activities for working with the educator - parent team in regards to special students. (Author, 3/82)

RELATED DOCUMENT(S): Counseling Special Students Series: 1) Individual and Group Counseling with Special Students; 2) An Activity Book for Encouraging Positive Interaction Between Non-Handicapped and Handicapped Students; 3) Career Education and the Special Student-- An Activity Book

PUBLISHER: 1) Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

2) Iowa Department of Public Instruction
Career Education Branch; Guidance Services
Section; Special Needs Section
Des Moines, Iowa

CREDITS: U.S. Department of Education, Special Education Programs;
Contract No. 300-80-0726; PAA #09-Region

C-177

TITLE: Counseling Special Students: Career Education and the Special Student - An Activity Book

SERIES: Counseling Special Students

AUTHOR: Behle, Jim

DATE: April, 1982 PP: 51 LANGUAGE: English

PUBLICATION TYPE: Guides -- Classroom Use -- Teacher

SUBJECT DESCRIPTORS: Career Education, Career Counseling, Counselor Role, Group Activities, Disabilities, Students

ABSTRACT: This monograph was designed as a career development resource for school counselors working with students who have handicaps. Counselors are important persons in assisting students in their career development. The counselor can help the student assess his/her interests and abilities and integrate that personal knowledge with vocational information to make a career decision. This document provides suggestions and activities for the counselor to use in implementing a career counseling program.

The activity book is dividied into two sections. The first section focuses on what the counselor can do in career development; suggestions for choosing career education activities and strategies to assist students who have special learning needs. Part two includes twenty five career education activities to use with students. These activities require no outside or commercial resources, can be modified for the needs of the students and provide career awareness, career exploration and career preparation experiences. (Author, 7/82)

RELATED DOCUMENT(S): Counseling Special Students Series: 1) Individual and Group Counseling with Special Students; 2) An Activity Book for Encouraging Positive Interaction Between Non-Handicapped and Handicapped Students; 3) Building Better Partnerships Between Parents and Educators

(over)

PUBLISHER: 1) Midwest Regional Resource Center
Drake University
Des Moines, Iowa 50311

2) Iowa Department of Public Instruction
Career Education Branch
Des Moines, Iowa 50311

CREDITS: U.S. Department of Education, Office of Special Education;
Contract No. 300-80-0726; PAA #09-Region

C-149

TITLE: Counseling Special Students: Individual and Group Counseling with Special Students

SERIES: Counseling Special Students

AUTHOR: Fairchild, Thomas F.

DATE: March, 1981 PP: 35 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Counseling Services, Counseling Techniques, Disabilities, Elementary Secondary Education, Group Counseling, Individual Counseling, Teamwork

ABSTRACT: The booklet provides a brief overview of the essential components of successful guidance and counseling programs for the handicapped. Methods for counselors to use in assessing special students needs are described, as well as adaptations in techniques needed when counseling specific types of handicapped students. Discussed are counseling strategies for common special student problem areas such as self-acceptance, sexuality, and interpersonal relations. A team approach is advocated in which counselors work together with general eduation teachers, special education teachers, special education teachers, and parents to meet the unique needs of students. Individual and group guidance activities at all grade levels are seen as essential ingredients of a developmental, proactive counseling program. Specific examples of individual and group guidance activities are provided. (ERIC)

RELATED DOCUMENT(S): Counseling Special Students Series: 1) An Activity Book for Encouraging Positive Interaction Between Non-Handicapped and Handicapped Students; 2) Building Better Partnerships Between Parents and Educators; and 3) Career Education and the Special Student -- An Activity Book

PUBLISHER: 1) Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

2) Iowa State Department of Public Instruction
Division of Special Education; Guidance Service Section; Special Needs Section
Des Moines, Iowa

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0726; PAA #09-Region

C-181

TITLE: 50 Additional Resources for Counselors - A Guide for Locating Materials for Special Education Students, Addendum

PREPARER(S): Midwest Regional Rsource Center

DATE: June, 1981 PP: 59 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- Catalogs

SUBJECT DESCRIPTORS: Abstracts, Carreer Education, Disabilities, Elementary Secondary Education, Group Counseling, Handicap Identification, Individual Counseling, Instructional Materials, Mainstreaming, Parent School Relationship, Peer Acceptance, Resources, School Counseling, Student Attitudes, Student Evaluation, Vocational Education

ABSTRACT: Developed as an addendum to 101 Resources for Counselors, this product provides additional resources and ideas for counselors to use with special education students, their parents, and teachers. The abstracts were compiled with two purposes in mind: 1) to aid school guidance counselors in identifying educational resource materials to use with students, and 2) to increase school counselors' awareness regarding special students' unique needs.

The booklet was designed to serve as a starting point for counselors to use to review current resource materials and determine items warranting further investigation. This book is divided into six sections. The first section, titled "Assessment," contains abstracts dealing with diagnosis and identification and testing special education students. "Attitudes Toward the Handicapped" is the second section, and it includes materials designed to develop awareness about handicapped students, their uniqueness, and their struggle for acceptance. The "Career/Vocational Education" section has abstracts describing work options, vocational education programs, and career exploration and preparation methods. "Individual and Group Guidance and Counseling" is the topic of the fourth section. The fifth section consists of abstracts describing materials to use when integrating handicapped students into general education classes. The last section, "Parents," includes abstracts on materials about the parent-school relationship. (Author, 7/82)

(over)

RELATED DOCUMENT(S): 1) 101 Abstracts for Counselors -- A Guide to Locating Materials for Special Education Students; 2) 31 Abstracts from 101 Resources for Counselors and 50 Additional Resources -- Guides for Locating Materials for Special Education students

PUBLISHER: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0726; PAA #09-Region

F-414

TITLE: How to Organize and Implement a Local Special Education Advisory Council: A Handbook for Special Education Administrators and Parent Representatives on Local Councils.

AUTHOR: Jorgensen, Sue

DATE: October, 1981 PP: 31 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Advisory Committees, Parent Participation, Program Implementation, Educational Planning, Program Descriptions, Group Activities, Disabilities

ABSTRACT: This booklet has been developed, for the Kansas State Department of Education, to assist in establishin and maintaining local advisory councils. The legal basis for the existence of advisory councils is discussed as well as the primary purpose councils serve: to facilitate communication and participation by parents and educators in local planning to meet the needs of exceptional children. Council composition and roles are also discussed and characteristics of effective councils are identified. Steps for implementing local advisory councils address such factors as: membership, meetings, officers and committees, operating procedures, attendance, by-laws, reporting, and evaluating council activities. Profiles of existing advisory councils are provided, identifying how each council addressed a problematic issue. The author suggests that in order for councils to be successful, they must have contributing members who must be well informed about policies, practices, and procedures. A list of 18 documents advisory council members should have to be well informed is provided. The author also provides a list of 50 ideas/activities for local advisory councils to consider. Resources are provided. (MAS, 8/18/82)

PUBLISHER: 1) Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines 50311

2) Kansas State Department of Education
Division of Special Education

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0726; PAA #09-16-01-04

B-561

TITLE: Increasing the Effectiveness of Multi-Disciplinary IEP Teams

AUTHOR(S): Jorgensen, Sue; Midwest Regional Resource Center

DATE: May, 1982 PP: 213 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Team Training, Cooperative Planning, Individualized Programs, Conflict Resolution, Communication Skills, Special Education Teachers, Parents, School Social Workers, School Psychologists.

ABSTRACT: This activity-based two day workshop is designed to assist members of multi-disciplinary IEP teams improve the functioning of their team. The benefits of multi-disciplinary teams determining appropriate programming for special needs students are numerous. The quality of the program decisions and the programs which the decision-makers create are only as good as the process and skill used by the individual members of the team.

This workshop was designed for persons who are presently serving on the same multi-disciplinary team. The basis for this recommendation is derived from the design of the workshop. Throughout the two days, team members participate in activities that will help to improve their skills and build a team relationship. Participants will explore the roles and responsibilities of team members, strategies which facilitate teamwork, and will practice their communication, conflict-resolution and decision-making skills.

Activities for evaluation of the teamwork and planning for improving the team's function is provided after each day of the workshop. In addition, after this evaluation, the team is asked to complete a planning form stating what changes it will implement in its multi-disciplinary team mettings.

Appropriate audiences include individuals who are, or will be, participants of the same multi-disciplinary team. Members might include special education teacher(s), parent(s), administrator, school social worker, pyschologist, speech clinician, and other related service personnel. (Author, 7/82)

PUBLISHER: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

CREDITS: U.S. Department of Education, Special Education Programs;
Contract No. 300-80-0726;PAA #09-16-01-01

C-180/E-187

TITLE: Monograph 1: Myths of Behavioral Disorders

SERIES: Monograph Series in Behavior Disorders

PREPARER(S): Midwest Regional Resource Center

DATE: March, 1982 PP: 18 LANGUAGE: English

PUBLICATION TYPE: Guides -- General; Collected Works -- Serials

SUBJECT DESCRIPTORS: Behavior Problems, Children, Attitude Change, Change Strategies

ABSTRACT: This monograph, the first in a series of seven, identifies and discusses five commonly held myths about behavioral disorders in children. They are: 1) the parents as the cause, 2) who best appropriately assesses and serves BD children, 3) differences between BD children and "normal" children, 4) labeling a child as behaviorally disordered and its consequences, and 5) "catching" a behavior disorder. Strategies for use by teachers and total educational systems for disspelling these myths are provided. (MAS, 8/12/82)

RELATED DOCUMENT(S): Monographs 2 through 7 in "Monograph Series in Behavior Disorders" B-559, B-558, B-557, B-556, C-180, C-179, C-178; E-187 thru E-193

PUBLISHER: Midwest Regional Resource Center
Drake University
Des Moines, Iowa

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0726; PAA #09-Activity 3

B-559/E-188

TITLE: Monograph 2: Developing a School Program for Behaviorally Disordered Students

SERIES: Monograph Series in Behavior Disorders

AUTHOR: Rice, Ronald M.

DATE: March, 1982 PP: 29 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use -- Administrative Staff
Collected Works -- Serials

SUBJECT DESCRIPTORS: Behavior Problems, Students, Instruction, Program Development, Program Descriptions

ABSTRACT: This guide addresses the problem of developing a school program for behaviorally disordered students and offers, by example, some strategies for planning such a program. The strategies address the development of leadership and direction for the program, the development of program philosophy and the setting of goals, the designation of responsibilities for implementing the program, the process by which the program is carried out including criteria for participation in the class and standards of behavior in the classroom, and the location and housing of such a program.

Examples of program descriptions, role definitions and responsibilities, criteria, and so forth are cited from the program in Monroe Middle School in Mason City, Iowa. (MAS, 8/18/82)

RELATED DOCUMENT(S): Monograph 1, Monographs 3 through 7 in "Monograph Series in Behavior Disorders" B-556 thru B-559; C-178 thru C-180; E-187 thru E-193

PUBLISHER: Midwest Regional Resource Center
Drake University
Des Moines, Iowa

CREDITS: U.S. Department of Education, Special Education Programs Division; Contract No. 300-80-0726; PAA #09-Activity 3

B-558/E-189

TITLE: Monograph 3: Establishing a Program for Behaviorally Disordered Students: Alternatives to Consider, Components to Include, and Strategies for Building Support

SERIES: Monograph Series in Behavior Disorders

AUTHOR: Heilman, Lanelle

DATE: March, 1982 PP: 34 LANGUAGE: English

PUBLICATION TYPE: Guides -- Classroom Use -- Teacher
Collected Works -- Serials

SUBJECT DESCRIPTORS: Behavior Problems, Program Design, Program Content, School Support, Community Support

ABSTRACT: This guide is designed to assist administrators and teachers by identifying and discussing alternative program designs including various behavioral monitoring systems; a checklist of components of programs for behaviorally disordered students, and suggestions for building staff and administrative support for such programs. (Author, 3/82)

RELATED DOCUMENT(S): Monograph 1, 2, 4, 5, 6, 7 in "Monograph Series in Behavior Disorders". B-556 thru B-559; C-178 thru C-180; E-187 thru E-193

PUBLISHER: Midwest Regional Resource Center
Drake University
Des Moines, Iowa

CREDITS: U.S. Department of Education, Special Education Programs Division; Contract No. 300-80-0726; PAA #09-Activity 3

C-179/E-190

TITLE: Monograpn 4: Reintegrating Behaviorally Disordered Students Into General Education Classrooms

SERIES: Monograph Series in Behavior Disorders

AUTHOR(S): Huntze, Sharon L.; Werner, Roland J. Jr.

DATE: March, 1982 PP: 50 LANGUAGE: English

PUBLICATION TYPE: Guide -- Classroom Use -- Teacher
Collected Works -- Serials

SUBJECT DESCRIPTORS: Behavior Problems, Mainstreaming, Classroom Environment

ABSTRACT: Basic assumptions underlying the concept of reintegration are discussed in Part I as are areas of concern regarding the student and the classroom environment which need to be considered when reintegrating behaviorally disordered students into the general education classroom.

Also included in Part I is a step-by-step process for reintegration of students and potential problems incurred during the reintegration process.

Part II describes procedures and concepts helpful to special education personnel for planning the re-entry of students into the regular school program. Specific strategies are provided for the special education teacher, the regular education teacher, the parents of the student, and the student. (MAS, 8/18/82)

RELATED DOCUMENT(S): Monographs 1, 2, 3, 5, 6, 7 in "Monograph Series in Behavior Disorders". B-556 thru B-559; C-178 thru C-180; E-187 thru E-193

PUBLISHER: Midwest Regional Resource Center
Drake University
Des Moines, Iowa

CREDITS: U.S. Department of Education, Special Education Programs Division; Contract No. 300-80-0726; PAA #09-Activity 3

B-557/E-191

TITLE: Monograph 5: Positive Approaches to Behavior Management

SERIES: Monograph Series in Behavior Disorders

AUTHOR: Eyde, Donna R.

DATE: March, 1982 PP: 38 LANGUAGE: English

PUBLICATION TYPE: Guides -- Classroom Use -- Teacher
Collected Works -- Serials

SUBJECT DESCRIPTORS: Behavior Problems, Behavior Change, Classroom Techniques

ABSTRACT: The purpose of this monograph is to review positive approaches to behavior management in classroom for behaviorally disordered (BD) students. It describes positive management approaches useful for structuring and preserving classroom order, but more importantly emphasizes the role of the teacher as planner, decision -maker and implementer of positive management techniques. It suggests matching students and classroom environments by planning for and analyzing the degree of "fit" between a student and his/her environment. Both prevention and problem solving approaches to positive management are presented. Since even carefully planned prevention strategies do not deter all inappropriate behavior, this work breifly describes some specribes some specific behavioral and therapeutic strategies which can be used to solve existing behavior problems. (MAS, 8/18/82)

RELATED DOCUMENT(S): Monographs 1, 2, 3, 4, 6, 7 in "Monograph Series in Behavior Disorders". B-556 thru B-559; C-178 thru C-180; E-187 thru E-193

PUBLISHER: Midwest Regional Resource Center
Drake University
Des Moines, Iowa

CREDITS: U.S. Department of Education, Special Education Programs Division; Contract No. 300-80-0726; PAA #09-Activity 3

B-556/E-192

TITLE: Monograph 6: Practical Approaches for Documenting Behavioral Progress of Behaviorally Disordered Students

SERIES: Monograph Series in Behavior Disorders

AUTHOR: Fitzgerald, Gail E.

DATE: March, 1982 PP: 89 LANGUAGE: English

PUBLICATION TYPE: Guides -- Classroom Use -- Teacher
Collected Works -- Serials

SUBJECT DESCRIPTORS: Behavior Problems, Behavioral Objectives, Measurement Techniques, Data Collection

ABSTRACT: This monograph presents a number of practical methods teachers of behaviorally disordered students can use in documenting progress on individual education plan objectives. A discussion of pre- and post-program measurement techniques is provided, including samples of actual instruments. Sections on product measures and process measures are also included. (Author, 3/82)

RELATED DOCUMENT(S): Monographs 1, 2, 3, 4, 5, 7, in "Monograph Series in Behavior Disorders". B-556 thru B-559; C-178 thru C-180; E-187 thru E-193

PUBLISHER: Midwest Regional Resource Center
Drake University
Des Moines, Iowa

CREDITS: U.S. Department of Education, Special Education Programs Division; Contract No. 300-80-0726; PAA #09-Activity 3

TITLE: Monograph 7: Excerpts From: Disciplinary Exclusion of Seriously Emotionally Disturbed Children from Public Schools

SERIES: Monograph Series in Behavior Disorders

AUTHOR(S): Grosenick, Judith; Huntze, Sharon; Kochan, Beverly; Peterson, Reece; Robertshaw, C. Stuart; Wood, Frank

DATE: March, 1982 PP: 44 LANGUAGE: English

PUBLICATION TYPE: Information Analyses
Collected Works -- Serials

SUBJECT DESCRIPTORS: Emotional Disturbances, Suspension, Discipline Policy

ABSTRACT: The purpose of this paper is to explore and clarify issues surrounding the practice of disciplinary exclusion of seriously emotionally disturbed students. In clarifying these issues, attention is focused on several aspects: 1) delineation of relevant legislation; 2) synopsis of the most critical issues; and 3) review of court cases and OCR findings which speak to those critical issues. Based on the information discussed, some concrete directions for local districts to use as they face disciplinary issues have been identified. These directions indicate to school districts that 1) it is probable that any permanent exclusion of a handicapped student violates the FAPE requirement, and 2) the procedural safeguards outlined in previous case law, which affect all handicapped students in all cases where any type of exclusion, emergency or otherwise, is contemplated. These two directions, used as guiding principles, will go a long way toward assuring the guaranteed rights of handicapped students. Annotated court cases are contained in the Appendix. (MAS, 8/18/82)

RELATED DOCUMENT(S): Monographs 1, 2, 3, 4, 5, 6 in "Monograph Series in Behavior Disorders". B-556 thru B-559; C-178 thru C-180; E-187 thru E-193

PUBLISHER: Midwest Regional Resource Center
Drake University
Des Moines, Iowa

CREDITS: U.S. Department of Education, Special Education Programs Division; Contract No. #300-80-0726; PAA #09-Activity 3

C-151

TITLE: 101 Resources for Counselors: A Guide for Locating Materials for Special Education Students

PREPARER(S): Midwest Regional Resource Center

DATE: January, 1981 PP: 224 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- Directories/Catalogs

SUBJECT DESCRIPTORS: Abstracts, Career Education, Disabilities, Elementary Secondary Education, Group Counseling, Handicap Identification, Individual Counseling, Instructional Materials, Mainstreaming, Parent School Relationship, Peer Acceptance, Resources, School Counseling, Student Attitudes, Student Evaluation, Vocational Education

ABSTRACT: The collection of 101 abstracts is designed to aid school guidance counselors in identifying educational resource materials to use with special students and to increase school counselors' awareness regarding special students' needs. The first section, titled "Assessment," contains abstracts dealing with diagnosis and identification, and testing special education students. "Attitudes toward the Handicapped" is the second section and it includes materials designed to develop awareness about handicapped students, their uniqueness, and their struggle for acceptance. The "Career/Vocational Education" section has abstracts describing work options, vocational education programs, and career exploration and preparation methods. "Individual and Group Guidance and Counseling" is the topic of the fourth section. A fifth section consists of abstracts describing materials to use when integrating handicapped students into general education classes. A final section, "Parents," contains abstracts on materials about the parent-school relationship. Included for each entry are an abstract describing the material along with its strengths, weaknesses, and possible modifications and a materials description form listing title, author, publisher, publication date, price, subject areas covered, target audience, format, grade level, and length. (ERIC)

RELATED DOCUMENT(S): 1) 31 Abstracts from 101 Resource for Counselors and 50 Additional Resources -- Guides for Locating Materials for Special Education Students 2) 50 Additional Resources for Counselors -- A Guide for Locating Materials for Special Education Students, Addendum

(over)

PUBLISHER: Midwest Regional Resource Center
Drake Universoty
1332 26th Street
Des Moines, Iowa 50311

CREDITS: U.S. Department of Education, Office of Special Education;
Contract No. 300-80-0726; PAA #09-Region

TITLE: Rights With Responsibilities: A Training Conference for Iowa Parents and Special Educators

PREPARER(S): Midwest Regional Resource Center

DATE: 1981 PP: 295 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Handicap Identification, Parent Teacher Cooperation, Cooperative Planning, Parent Responsibility, Teacher Responsibility, Parent Workshops

ABSTRACT: Designed as a handbook for special educators and parents, Rights with Responsibilities can serve as a resource for developing a parent/educator involvement program. The handbook was intended to be used by a team of parents, educators, support personnel and administrators to plan a program. A sample survey to assess needs, a planning form and step-by-step procedures are provided to assist a team in organizing its effort. The resource book contains seven sections on topics ranging from resources necessary to conduct an awareness campaign to information on characteristics of handicapping conditions. The handbook is designed so that each section can be used independently of the others. (Author, 7/82)

PUBLISHER: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0726; PAA #09-15-01-03

N.B.: A copy of this material was not available to MARRC. To acquire copies or for additional information, contact the originating RRC or its client.

G-312

TITLE: That All May Enter: A Resource Book for Ministering to Persons with Disabilities

PREPARER(S): Iowa Inter-Church Consortium on the Church's Ministry with Persons Having Disabilities; Iowa Department of Public Instruction; Midwest Regional Resource Center

DATE: August, 1982 PP: 95 LANGUAGE: English

PUBLICATION TYPE: Reference Materials

SUBJECT DESCRIPTORS: Counseling, Religious Organizations

ABSTRACT: Through a survey conducted in Iowa, the Midwest Regional Resource Center determined that there was a need for information by clergy, educators and lay persons on the topic of ministering for and with disabled individuals. In response to this need, "That All May Enter..." was developed as a resource in the efforts to develop programs that minister to and with persons having disabilities, their families, and other individuals with similar needs. The document contains information from state and federal legislation pertinent to disabled individuals, barriers preventing full participation of disabled individuals, strategies to promote full participation, print and non-print resources, and a dictionary of terms helpful in planning programs for disabled individuals. (MAS, 7/29/83)

PUBLISHER: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0726

C-182

TITLE: 31 Abstracts from 101 Resources For Counselors and 50 Additional Resources - Guides for Locating Materials for Special Education Students

PREPARER: Midwest Regional Resource Center

DATE: 1982 PP: 62 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- Catalogs

SUBJECT DESCRIPTORS: Abstracts Career Education, Disabilities, Elementary Secondary Education, Group Counseling, Handicap Identification, Individual Counseling, Instructional Materials, Mainstreaming, Parent School Relationship, Peer Acceptance, Resources, School Counseling, Student Attitudes, Student Evaluation, Vocational Education

ABSTRACT: This product was developed to acquaint counselors with the content from 101 and 50 Additional Resources For Counselors. The resources are divided into six categories: Assessment, Attitudes Toward Handicapped, Career-Vocational Education, Individual and Group Guidance and Counseling, Integrating Handicapped Students Into General Education Classes, and Parents. Four to six abstracts from each areas are presented. (Author, 7/82)

RELATED DOCUMENT(S): 1) 101 Abstracts for Counselors -- A Guide to Locating Materials for Special Education Students 2) 50 Additional Resources for Counselors -- A Guide for Locating Materials for Special Education Students, Addendum

PUBLISHER: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0726; PAA #09-Region

F-454

TITLE: Training Activities for Preparing Students to Educate the Handicapped

AUTHOR: Midwest Regional Resource Center

DATE: September, 1981 PP: 330 LANGUAGE: English

PUBLICATION TYPE: Guides -- Classroom Use -- Teachers

SUBJECT DESCRIPTORS: Teacher Attitudes, Preservice Teacher Education, Disabilities, Educational Strategies, Mainstraaming, Group Activities

ABSTRACT: This manual can be used by college professors to teach students preparing to be general education teachers about the handicapped or by inservice providers. It consists of training activities that are divided into five sections: Attitudes Toward Individual Differences, Legislation, Understanding Exceptional Children, The Role of the General Educator in the Education of Handicapped Students and Strategies for Educating the Handicapped Student in the General Education Classroom. The activities could be used to create a new course for general educators concerning the handicapped or they could be infused into existing courses. The manual includes an explanation of how to conduct each activity and the handout and transparency masters needed for it. The activities take from fifteen minutes to several hours to complete. (Author, 7/82)

PUBLISHER: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0726; PAA #09-15-02-01

TITLE: Counseling Special Students Newsletter

SERIES: Counseling Special Students Project

PREPARER(S): Midwest Regional Resource Center; Iowa State Department of Public Instruction

DATE: 1980-1983 PP: 78 LANGUAGE: English

PUBLICATION TYPE: Collected Works--Serials

SUBJECT DESCRIPTORS: Counselor Role, Counselor Teacher Cooperation, Counseling Techniques, Career Development, Vocational Education, Behavior Problems

ABSTRACT: The Counseling Special Students (CSS) project, implemented during the 1980-81 school year in Iowa public schools, had as its goal the clarification of the counselor's role in the special education process. The CSS project encompassed many activities: topical newsletters for special educators and counselors; monographs on techniques for counselors; workshops for counselors; resource catalogues for counselors; and a college-level-course for counselors on special education students. In general the 13 newsletters included in this material address methods classroom teachers can use with students with behavior problems, the counselor's role in referring students for special education services, and career development and vocational training for handicapped students. (MAS, 7/7/83)

RELATED DOCUMENT(S): Individual and Group Counseling with Special Students; An Activity for Encouraging Positive Interaction Between Non-Handicapped and Handicapped Students; Building Better Partnerships Between Parents and Educators; Career Education and the Special Student--An Activity Book; 101 Resources for Counselors: A Guide for Locating Materials for Special Education Students; 50 Additional Resources for Counselors ...; 31 Abstracts from 101 Resources for Counselors....

PUBLISHER: Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, Iowa 50311

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0726; PAA #09-15-02-03

TITLE: C Bar V Ranches, A Public School for the Handicapped

PREPARER(S): Wyoming Board of Education; Region V Board of Cooperative Services; C-V Ranches

DATE: 1981 PP: 20 minutes LANGUAGE: English

PUBLICATION TYPE: Audiovisual Materials -- VHS Videotape

SUBJECT DESCRIPTORS: Program Descriptions, Prevocational Education, Daily Living Skills, Vocational Schools, Year Round Schools,

ABSTRACT: This color videotape, in 1/2" and 3/4" cassette format, presents a description of the program offered by C-V Ranches, a public school for handicapped children and young adults in Jackson Hole in Western Wyoming. The tape, narrated by director Chris Christiansen, was shot at the school and shows many scenes of the surrounding Grand Tetons and of the students engaged in individual and group activities. Students are mentally, physically, emotionally, multiply handicapped and reside at the school from 180 to 230 days. Viewers are introduced to the various aspects of the program by watching youngsters at work (and at play) in their daily routines. The intent of the program is to equip the individual as nearly as possible to live independently and productively. The program focuses on the development of: self-help skills, home living skills, communication skills, pre-vocational and vocational skills, community living skills, and social and leisure time skills. (MAS, 11/29/82)

PUBLISHER: Intermountain Plains Regional Resource Center
Exceptional Child Center, UMC68
Utah State University
Logan, Utah 84322

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0724; PAA #10-WY-05-02

N.B.: A copy of this material was not available to MARRC. To acquire copies or for additional information, contact the originating RRC or its client.

F-461

TITLE: Careers in Special Education

PREPARER(S): Intermountain Plains Regional Resource Center

DATE: July, 1982 PP:17 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use--Teachers

SUBJECT DESCRIPTORS: Special Education, Professional Occupations, Professional Training

ABSTRACT: A demand for special education personnel in North Dakota continues to grow. This guide is an attempt to make known the total spectrum of professional areas involved in serving exceptional children with the hope that additional personnel can be recruited to fill North Dakota's personnel needs. The booklet identifies several areas of expertise in the field of special education, describes the nature of work performed in each area, and briefly describes training and experience needed to work in each area. A list of educational resources is included. (MAS, 6/26/83)

PUBLISHER: Department of Public Instruction
Division of Special Education
State Capitol
Bismarck, ND 58505-0164

CREDITS: U. S. Department of Education, Office Of Special Education & Rehabilitation Services, Special Education Programs; Contract #300-80-0724; PAA #10-ND-03-01

F-450

TITLE: Colorado Technology Workshop

AUTHORS: Latham, Glenn; Bahen, Dennis

DATE: February, 1982 PP: 30 LANGUAGE: English

PUBLICATION TYPE: Conference Papers

SUBJECT DESCRIPTORS: Educational Technology Special Education, Inservice Teacher Education

ABSTRACT: This document, prepared for special educators as an introduction to educational technology, provides an outline for a day and a half long workshop and presents fact sheets on specific technologies: videotape, audio teleconferencing, educational television and radio, microcomputers, videodiscs, satellites, and instructional software. The fact sheets include background information, uses of the technology, advantages and disadvantages of the technology, formats in which the technology is available, costs, user expertise required, suppliers of the technology, and additional references (MAS, 7/23/82)

RELATED DOCUMENT: Technology Literature Review

PUBLISHER: Intermountain Plains Regional Resource Center
Exceptional Child Center, UMC 68
Utah State University
Logan, Utah 84322

CREDITS: U.S. Department of Education, Office of Special Education and Rehabilitation Services; Contract No. 300-80-0724; PAA #10-CO-01-03

D-156

TITLE: The Impartial Hearing Officer: A Procedural Safeguards Training Manual for Utah

PREPARER: Intermountain Plains Regional Resource Center

DATE: June, 1981 PP: 196 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Due Process, Hearings, State Legistation (Utah)

ABSTRACT: The purpose of this Due Process Hearing Officer's Procedures Manual is to outline clearly and consisely relevant information concerning due process procedures the hearing officer needs to support the design and operation of a due process hearing. The manual addresses information regarding pre-hearing activities, hearing activities, decision making processes, and final reporting. (Author)

PUBLISHER: 1) Utah State Board for Vocational Education;

2) Utah State Board of Education;

3) Intermountain Plains Regional Resource Center
Utah State University
Exceptional Child Center
Logan, Utah 84322

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0724; PAA#10-UT-01-03

D-155

TITLE: The Impartial Hearing Officer: A Procedural Safeguards Training Manual for Wyoming

PREPARER: Intermountain Plains Regional Resource Center

DATE: June, 1981 PP: 252 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Due Process, Hearings, State Legislation (Wyoming)

ABSTRACT: The purpose of this training manual is to facilitate acquisition and understanding of the procedures necessary to be an efficient and effective hearing officer. It contains basic reference documents that are important to the hearing officer role, including Wyoming regulations, guidelines and policy, and federal rules and regulations. Each procedure is referenced to a detailed set of activities which should be employed to accomplish the process thoroughly and efficiently. (author)

PUBLISHER: 1) Wyoming State Department of Education
Cheyenne, Wyoming

2) Intermountain Plains Regional Resource Center
Utah State University
Exceptional Child Center
Logan, Utah 34322

CREDITS: U.S. Department of Education, Office of Special Education, Contract No. 300-80-0724; PAA #10-WY-04-02

F-462

TITLE: Recruitment of Special Education Personnel

PREPARER(S): Intermountain Plains Regional Resource Center

DATE: July, 1982 PP: 16 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Special Education Teachers, Teacher Recruitment

ABSTRACT: In an effort to fill the state's growing need for qualified special education personnel, the North Dakota Department of Public Instruction has prepared this pamphlet. The pamphlet briefly addresses the following topics: recruiting responsibility, candidates for recruitment, the actual process of recruiting (interviewing, etc.) recruiting in rural areas, recruiting activities in other states, and long-range planning for recruitment. (MAS, 6/26/83)

PUBLISHER: Department of Public Instruction
Division of Special Education
State Capitol
Bismarck, ND 58505-0164

CREDITS: U. S. Department of Education, Office of Special Education & Rehabilitation Services, Special Education Programs; Contract # 300-80-0724; PAA #10-ND-03-01

F-449

TITLE: Technology Literature Review

AUTHOR: Latham, Glenn

DATE: January, 1982 PP: 179 LANGUAGE: English

PUBLICATION TYPE: Information Analyses, Reference Materials - Bibliographies

SUBJECT DESCRIPTORS: Educational Technology, Special Education, Rural Education, Inservice Teacher Education

ABSTRACT: This document was developed on behalf of the Colorado Department of Education in an effort to address the use of technology and technologically based systems to assist schools and school personnel to better serve handicapped youth located in rural areas of the state. The document contains a review of the literature which (1) identifies technologies that have been shown to be relevant to the instructional needs of the handicapped, (2) addresses the use of technology to train teachers to better serve the handicapped, and (3) identifies technologies relevant to other needs expressed by Colorado, e.g., help for handicapped students and their teachers in a regular education classroom, programs at the secondary level. The document contains 10 appendices which provide bibliographics and related readings on specific technologies (TV, video, etc.) and on the general topic of technology in special education. (MAS, 7/23/82)

RELATED DOCUMENT: Colorado Technology Workshop

PUBLISHER: Intermountain Plains Regional Resource Center
Exceptional Child Center, UMC 68
Utah State University
Logan, Utah 84322

CREDITS: U.S. Department of Education, Office of Special Education and Rehabilitation Services; Contract No. 300-80-0724; PAA #10-CO-01-02

E-160

TITLE: Vocational Education for Handicapped Youth: An Idea Packet

PREPARER: Browning, Zetta Satterwhite

DATE: Summer, 1981 PP: 64 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Vocational Education, Disabilities, Secondary Education, Program Descriptions, Educational Strategies, Agency Cooperation, Job Placement

ABSTRACT: This packet is designed to aid administrators in planning for the full spectrum of appropriate services needed in educational programs for handicapped students in secondary schools. This packet has five sections: "The Student" which offers strategies or recommended practices to determine through the assessment process what services are appropriately delivered, to prepare an appropriate IEP, and to determine what the least restrictive environment is for a particular student; "The Training: Programs" which describes models of cooperative service delivery including program components and recommended practices for successful implementation of that component; and "The Training: Instructional Materials and Equipment" which offers recommended practices for the development, procurement, and utilization of materials and equipment needed to facilitate implementation of the services outlined in the previous section. Information on materials and equipment relative to appraisal, social/adaptive behavior, prevocational/ vocational skills, and adaptive equipment and adapted work settings is provided. "The Work World" offers recommended practices marketing handicapped clients to potential employers, for placing clients in a work setting with maximum career options, for tracking clients once placed, and for the provision of additional and related services. The fifth section is "Assessment and Curriculum Resource Bibliography for Vocational Education". Information on established programs which provide vocational education to handicapped clients is provided in the three appendices. (MAS, 8/19/82)

PUBLISHER: 1) Intermountain Plains Regional Resource Center
Exceptional Child Center
Utah State University
Logan, Utah 84322

2) Wyoming State Department of Education
Cheyenne, Wyoming

CREDITS: U.S. Department of Education, Office of Special Education; Contract #300-80-0724; PAA #10-WY-05-01

TITLE: Another Look at Rural Special Education

AUTHOR Crosson, James, Ph.D.

DATE: c. 1982 PP: 16 plus 2'x3' matrix LANGUAGE: English

PUBLICATION TYPE: Conference Papers

SUBJECT DESCRIPTORS: Special Education, Rural Education, Educational Strategies

ABSTRACT: This paper was presented by Dr. Crosson at RRC West's "Overall Rural Conference" on May 4, 1982. The paper identifies issues related to special education service delivery in rural areas. These issues, as well as strategies for providing services, are identified within the context of present conditions: political, economical, philosophical, and contextual. Finally, a matrix management form of service delivery is described. (Author, 7/82)

PUBLISHER: Regional Resource Center West
University of Southern California
3325 Wilshire Blvd., Suite 1345
Los Angeles, Calif. 90010

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0716; PAA #11-MU-33-01

TITLE: Arizona Special Education Graduation Task Force Report

AUTHOR: Regional Resource Center West

DATE: June, 1982 PP: 33 LANGUAGE: English

PUBLICATION TYPE: Viewpoints; Reports -- General

SUBJECT DESCRIPTORS: Special Education, Educational Policy, Graduation Requirements

ABSTRACT: This document was developed at the request of the Arizona Department of Education in response to needs expressed by the State Special Education Administrators Association and numerous local school districts. A task force consisting of special education administrators, school board members, school psychologists, and university graduate students was assembled to study the issues and make recommendations. Hayes Prothro from RRC West functioned as group facilitator. This document contains the recommendations of the task force for sample policy and procedures regarding the establishment of a course of study and graduation requirements for all students placed in special education. (Author, 7/82)

PUBLISHER: Regional Resource Center West
University of Southern California
3325 Wilshire Blvd., Suite 1345
Los Angeles, Calif. 90010

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0716; PAA #11-AZ-25-01

TITLE: Eleven Matrices: To Assist the Implementation of AB2394 Joint Funding for Education of California Handicapped Children Act of 1980

PREPARER(S): Barrett, Charles R., J.D.; Zittel, Gail

DATE: c. 1981 PP: LANGUAGE: English

PUBLICATION TYPE: Reference Materials

SUBJECT DESCRIPTORS: State Legislation (California), Disabilities, Agency Cooperation, Financial Support, Program Design

ABSTRACT: The eleven matrices and supportive notes in this document have been prepared in response to California Assembly Bill 2394, the Joint Funding for Education of California Handicapped Children Act of 1980. The law establishes a state-level program to coordinate various federal and state funds for education and related services for handicapped students. The law requires the Department of Education, Developmental Services, Employment Development, Health Services, Mental Health, Rehabilitation, Social Services, and the California Youth Authority to execute procedures that will maximize state use of available federal funds.

The matrices and accompanying notes permit the user to compare legislated fiscal requirements and program content across agencies and to identify areas in which waivers will be necessary to facilitate implementation of PL 94-142 according to AB2394.

A matrix and set of notes is included for each of the following departments and programs: Department of Developmental Services; Department of Education: Special Education; Department of Employment Development: Comprehensive Employment and Training Act; Department of Health Services: Child Health and Disability Prevention Program and Early and Periodic Screening, Diagnosis and Treatment; Department of Health Services; Maternal and Child Health Care; Department of Health Services: Medi-Cal/Medicaid; Department of Health Services: California Children Services; Department of Mental Health; Department of Rehabilitation; Department of Social Services; and California Youth Authority. (Author, 7/82)

(over)

PUBLISHER: 1) Regional Resource Center West
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3325 Wilshire Blvd., Suite 1345
Los Angeles, CA 90010

2) California State Dept. of Education
Office of Special Education
Sacramento, CA

CREDITS: U.S. Department of Education, Office of Special Education;
Contract No. 300-80-0716; PAA #11-MUCA-05-01

N.B.: A copy of this material was not available to MARRC. To acquire copies or for additional information, contact the originating RRC or its client.

TITLE: Facilitator's Manual for "Conflict Resolution Between Families and Schools: A Training Program for Parents and Educators"

AUTHOR: Anderlini, Lyn Starr

DATE: April, 1981 PP: 122 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Conflict Resolution, Parent School Relationship, Communication Skills, Problem Solving, Due Process, Cooperative Planning

ABSTRACT: The suggested methods and materials included in this training program, Conflict Resolution Between Families and Schools, are designed to provide a forum for parents, teachers and administrators to discuss the opportunities and problems encountered in due process procedures and to teach communication and problem-solving skills which can be used to resolve conflict. The manual consists of four components: Introduction (getting acquainted and overview of training), Due Process Protections and the Law, Conflicts of Interest (identification/management of conflict), A Collaborative Approach to Conflict Resolution. Each component contains a summary outlining the objectives and rationale, a list of activities for that component, and comments on using the materials included for each activity. Facilitator's notes are also provided for each activity outlining the purpose, the estimated time, the required materials, and the procedures to follow in conducting the activity. The activities in each component include large group presentations as well as small group tasks. Whenever appropriate, they are accompanied by "Key Concepts" which provide background information on the material to be covered. A series of "Concept Aids" which serve as advanced organizers, accompany each presentation. They are designed to cue participants to listen for main ideas during the presentations and to be used as overhead transparencies. Each Concept Aid is numbered to correspond to cures within the Key Concepts. (Author)

PUBLISHER: 1) Regional Resource Center West
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2) Arizona State Department of Education
Office of Special Education
Phoenix, Arizona

(over)

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0716; PAA #11-AZ-09-01

F-451

TITLE: A Guidebook to Local Interagency Collaboration

PREPARER: Regional Resource Center West

DATE: May, 1982 PP: 280 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Agency Cooperation, Cooperative Planning, Models

ABSTRACT: This book has been designed to be a resource guide for the developers of local interagency collaborations among agencies that serve handicapped children and youth in California. Its sections include information about and examples of: 1) state level agreements and subsequent local level agreements to uphold them; 2) sample process models that provide suggestions on how to go about developing local interagency collaborations; 3) planning guides, staffing suggestions, and worksheets for use in designing and implementing local interagency collaborations; and 4) listings of resources that have been determined to be of value for planners of interagency collaborations. (SC, 6/21/82)

PUBLISHER: 1) Regional Resource Center West
University of Southern California
3325 Wilshire Blvd., Suite 1345
Los Angeles, CA 90010

2) California State Department of Education
Office of Special Education
Sacramento, California

CREDITS: U.S. Department of Eduation, Special Education Programs; Contract No. 300-80-0716; PAA #11-CA-05-01

F-415

TITLE: Information Packet from the Arizona Conference on Recruitment and Retention of Special Education Personnel in Rural, Remote Areas

PREPARER: Prothro, E. Hayes

DATE: June, 1981 PP: 178 LANGUAGE: English

PUBLICATION TYPE: Collected Works -- Conference Proceedings

SUBJECT DESCRIPTORS: Rural Schools, School Personnel, Recruitment, Professional Training, Disabilities

ABSTRACT: This document was compiled at the request of the Arizona Department of Education as a resource for the "Arizona Conference on Recruitment and Retention of Special Education Personnel in Remote, Rural Areas," conducted on May 1, 1981. The document is a collection of strategies, current practices, ideas and suggestions for recruiting, training and retaining special education personnel in rural areas. (Author)

PUBLISHER: Regional Resource Center West
University of Southern California
3325 Wilshire Blvd., Suite 1345
Los Angeles, Calif 90010

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0716; PAA #11-MUAZ-02-01

TITLE: A Networking Directory for Local Interagency Collaboration

PREPARER: Regional Resource Center West

DATE: June, 1982 PP: 52 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- Directories

SUBJECT DESCRIPTORS: Agency Cooperation, Disabilities

ABSTRACT: The directory was designed to support the networking of people involved in interagency collaboration efforts who serve handicapped children and youth. Material for the directory was gathered by a survey sent to those who registered for the Interagency Networking Meeting held May 27, 1982, sponsored by the California Office of Special Education and Regional Resource Center West.

There are four sections to the directory: Introduction, Narrative Responses to Interagency Coordination Survey Form, Matrix of Interagency Procedures and Agreements, and List of Respondents. The NARRATIVE RESPONSES section contains tips from field experts in the development and implementation of interagency programs and practices. The experiences and ideas of the contributors represent an emerging technology for bringing about the collaborative provision of services by several agencies. The MATRIX OF INTERAGENCY PROCEDURES AND AGREEMENTS displays by agency and by type of procedure or agreement the documents that respondents' districts have developed. The LIST OF RESPONDENTS contains telephone numbers and addresses of the contributors. (Aulthor, 7/82)

PUBLISHER: Regional Resource Center West
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Los Angeles, CA 90010

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0716; PAA #11-CA-05-03

E-136

TITLE: Programs, Practices, and Resources for Improving Vocational Education for Disabled Students

PREPARER(S) Anderlini, Lyn Starr; Gibbs, Linda

DATE: September, 1981 PP: 235 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use
Reference Materials -- General

SUBJECT DESCRIPTORS: Vocational Education, Progarm Descriptions, Delivery Systems

ABSTRACT: In a continuing effort to improve the quality of vocational education available to disabled students, the Special Education Departments of Arizona, California, and Nevada requested the identification of effective vocational programs and practices. This resource guide is composed of information gained through a review of several publications which document effective programs and practices across the nation, as well as discussions with educators with expertise in the vocational education of disabled students. It has been designed to serve as a resource to state, district, and school level personnel responsible for providing and supporting vocational education for the disabled.

Tne guide is organized to allow for periodic additions and is divided into three sections: I. Training which includes a description of four types of service delivery systems that can be developed to assist disabled students complete vocational training. II. Practices which includes program descriptions which address critical issues in providing quality vocational education. These critical issues were elicited from educators with expertise in vocational education for the disabled. III. Resources which includes abstracts of in-service training opportunities, copies of annotated bibliographies of curricula/materials, articles and a list of national organizations and agencies. (MAS, 8/11/82)

PUBLISHER: Regional Resource Center West
University of Southern California
Los Angeles, CA 90010

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0716; PAA #11-MU-14-01

TITLE: A Rationale to be Used in the Development of Criteria for the Placement of Hearing-Impaired Children in School Programs

AUTHOR: Funderburg, Ruth, Ph.D.

DATE: c. 1982 PP: LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use
Reports -- Evaluative

SUBJECT DESCRIPTORS: Hearing Impairments, Student Placement, Individualized Programs,

ABSTRACT: The paper investigates factors related to the placement of hearing-impaired children in school programs. A review of the literature and a telephone survey of current practices are described. Additionally, the feasibility of using a formal list of criteria to place hearing-impaired children is determined. Such criteria are presented in a subsection, "Recommended Checklist of Critical Factors for Assistance in the Development of the IEP and the Placement of Children with Hearing Impairment." (Author, 7/82)

PUBLISHER: Regional Resource Center West
University of Southern California
3325 Wilshire Blvd., Suite 1345
Los Angeles, CA 90010

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0716; PAA #11-HI-30-01

N.B.: A copy of this material was not available to MARRC. To acquire copies or for additional information, contact the originating RRC or its client.

TITLE: Recruiting, Screening, Interviewing, and Selecting Special Education Personnel for Rural Areas: Participants' Handbook for the Nevada Conference on Recruitment and Retention of Special Education Personnel for Remote, Rural Areas

PREPARER: Mazin, Lawrence E. and Associates

DATE: January, 1982 PP: 123 LANGUAGE: English

PUBLICATION TYPE: Collected Works -- Conference Proceedings

SUBJECT DESCRIPTORS: Rural Schools, School Personnel, Disabilities, Recruitment, Personnel Management, Personnel Selection, Employment Interviews

ABSTRACT: This handbook, a resource guide for conference participants, addresses each of the activities necessary for selecting quality personnel for schools (screening, recruiting, interviewing, selecting). The handbook provides background information on each of the four activities and provides worksheets for participants to use in discussion of issues relevant to each activity. Appendices for each activity include such things as checklists, lists of positive/negative characteristics, suggestions for analyzing candidate information, etc. (MAS, 8/19/80)

PUBLISHER: Regional Resource Center West
University of Southern California
3325 Wilshire Blvd., Suite 1345
Los Angeles, CA 90010

CREDITS: U.S. Department of Education, Special Education Programs; Contract #300-80-0716; PAA #11-MUNV-03-01

TITLE Screening and Assessing Limited English Proficient Students: Model Procedures and Practices

PREPARER: Regional Resource Center West

DATE: c. 1982 PP: LANGUAGE: English

PUBLICATION TYPE: Reports -- Descriptive
Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Program Descriptions, Educational Assessment, Non English Speaking, Students, Elementary Secondary Education.

ABSTRACT: The purpose of this notebook is to provide some solutions to the problems related to the screening and assessment of students with limited English proficiency. Presented is current information and literature on the topic and exemplary field-based practices. The notebook is divided into seven sections: Introduction, Screening Procedures, Referral Procedures, Team Procedures for Planning Assessment, Assessment Procedures, Procedures for Reporting Assessment Outcomes, and Administrative and Training Procedures. Most sections contain the following subsections: Introduction (general procedures and guidelines), Supporting Articles, and Resources (field practice summaries, sample materials from schools and districts, and related materials and references). (Author, 7/82)

PUBLISHER: Regional Resource Center West
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Los Angeles, Calif. 90010

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0716; PAA #11-HI-18-01

N.B.: A copy of this material was not available to MARRC. To acquire copies or for additional information, contact the originating RRC or its client.

F-455

TITLE: Survey of Administrative Practices Related to the Non-Supplanting Requirements of P.L. 94-142

PREPARER(S): Regional Resource Center West

DATE: February, 1983 PP: 125 LANGUAGE: English

PUBLICATION TYPE: Reference Materials--General; Regulatory Materials

SUBJECT DESCRIPTORS: Financial Policy, Special Education, State Federal Aid

ABSTRACT: The regulations regarding P.L. 94-142 state that federal funds received by state and local education agencies received under Part B of the act for the education of handicapped children must be used to supplement, not supplant, state and local funds. This document contains the written procedures and policies of five states (Arizona, Michigan, South Carolina, South Dakota, and Utah) regarding the supplanting issue as well as correspondence from USDE/OSERS/Special Education Programs to various states clarifying the issue. The preparers caution that the procedures described have not been evaluated regarding the degree to which they meet the non-supplanting requirement.

PUBLISHER: Regional Resource Center West
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3325 Wilshire Blvd., Suite 1345
Los Angeles, Cal. 90010

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0716; PAA #11-AZ-40-01

TITLE Trainer's Guide for "Students with Exceptional Needs in Work Experience Education Programs"

AUTHOR(S): Anderlini, Lyn Starr; Dougan Patricia

DATE: February 1982 PP: 177 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use

SUBJECT DESCRIPTORS: Work Experience Programs, Special Education Teachers, Disabilities, Federal Legislation, Needs Assessment, Program Implementation, Cooperative Education, Curriculum, Community Involvement

ABSTRACT: This training guide provides strategies and resources for involving work experience education coordinators and special educators in the cooperative development and improvement of work experience education for students with exceptional needs.

The training, designed to be conducted by a training team composed of a work experience education coordinator and a special education trainer, addresses twelve topics. They are: Introduction (getting acquainted/general overview); Students With Exceptional Needs in Work Experience Education - Why?; Laws and Regulations Governing Work Experience Education Programs; Vocational Assessment Process; Work Experience Training; Employment; What Happens After Graduation?; Issues and Considerations In Implementing Work Experience Education Programs; Cooperative Work Experience Education; Curriculum Supporting Work Experience Education; Community Action; and Action Plan. For each topic the guide provides trainer's notes, background information, and resources handouts. A needs survey to determine participant needs prior to training is also included. (Author)

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Office of Special Education
Sacramento, California

CREDITS: U.S. Department of Education, Special Education Programs; Contract No. 300-80-0716; PAA #11-MUCA-14-01

E-203

TITLE: Vision and Hearing Screening of the Severely Handicapped: A Resource Guide

PREPARER(S): Kennedy, Virginia

DATE: January, 1983 PP: 137 LANGUAGE: English

PUBLICATION TYPE: Reference Materials --Bibliography

SUBJECT DESCRIPTORS: Severe Disabilities, Handicap Identification, Auditory Tests, Vision Tests, Resource Materials

ABSTRACT: This guide has been developed in an effort to provide educators and other professionals with current information pertaining to the screening of vision and hearing of severely handicapped students. It is divided into two sections, vision and hearing. Each section contains descriptions of instruments specially designed or able to be used with the severely handicapped, reprints of important articles, and a bibliography of books. (author, 1/83)

PUBLISHER: Regional Resource Center West
University of Southern California
3325 Wishire Blvd., Suite 1345
Los Angeles, CA 90010

AVAILABLE FROM: Arizona State Department of Education
Office of Special Education
Flagstaff, AZ

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0716

TITLE: Assessment Procedures and Materials for Children with Special Needs in American Samoa: Six to Twenty-one Years

PREPARER: Northwest Regional Resource Center

DATE: May 29, 1981 PP: 213 LANGUAGE: English; Samoan

PUBLICATION TYPE: Guides -- Nonclassroom; Tests, Evaluation Instruments

SUBJECT DESCRIPTORS: Educational Assessment, Disabilities, Children, Adolescents, Young Adults, Speech Evaluation, Medical Evaluation

ABSTRACT: This manual, designed for use with american Samoan children potentially in need of special education services, describes the multi-disciplinary assessment process in use in the American Samoan schools. It also offers the criteria for assessment referral and directions and materials to be used in the assessment of specific areas (speech and language, academic skills, personal/social behavior, hearing, vision, medical problems, home and community living skills, and need for vocational education). Many of the assessment materials included in the manual are provided in both the English and Samoan languages. (MAS, 8/11/82)

PUBLISHER: Department of Education
Special Education Division
American Samoa Government
Pago Pago, American Samoa 96799

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0720; PAA 12-AS-01-02

F-467

TITLE: Management Computer System User's Manual

AUTHOR(S): Northwest Regional Resource Center

DATE: July 31, 1982 PP: 102 LANGUAGE: English

PUBLICATION TYPE: Guides--Nonclassroom Use

SUBJECT DESCRIPTORS: Management Information Systems, Computer Programs

ABSTRACT: This manual is a guide to a computer system developed for the Intermountain Plains Regional Resource Center which allows tracking of resources--dollars and staff time--from budgeting to expenditure. The system was designed for users who have access to a North Star microcomputer with two double-density disk drives and attached printer, as all programs are written in North Star BASIC. (MAS, 6/30/83)

PUBLISHER: Northwest Regional Resource Center
University of Oregon
1590 Willamette Street
Eugene, Oregon 97401

CREDITS: U. S. Department of Education, Special Education Programs; Contract #300-80-0720

D-171

TITLE: Parent/Professional Relations: A Workshop for Parents

AUTHOR(S): Olson, Jennifer; Gentry, Dale

DATE: August, 1981 PP: 69 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use
-- Parents

SUBJECT DESCRIPTORS: Parent Teacher Conferences, Communication Skills, Parent School Relationship

ABSTRACT: The purpose of this manual and its accompanying video tape is to provide information and practice in techniques which can result in the improvement of parent/professional relations. Parents must interact with the child's physician, teachers, principal, bus driver, classroom and any other support staff involved in the growth and development of the child; seldom are the parents encouraged to acquire information or exercise these strategies as they seek to gain information and make decisions concerning their child. This workshop is designed to assist in meeting that need.

This manual is divided into 3 units which are designed to complement the video taped selections. Each unit outlines several activities for parents and provides readings relevant to each activity. Unit I addresses "The Impact of Values on Parent/Teacher Contacts". Unit II addresses "Communication Tools Which Can Improve Parent/Teacher Contacts". Unit III addresses "The Parent/Teacher Conference". (MAS, 8/20/82)

PUBLISHER: Northwest Regional Resource Center
University of Oregon
1590 Willamette Street
Eugene, Oregon 97401

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0720; PAA #12-ID-01-01

F-452

TITLE: A Review and Analysis of Selected State Interagency Agreements: Departments of Education and Corrections

PREPARER: Northwest Regional Resource Center

DATE: April, 1982 PP: 16 LANGUAGE: English

PUBLICATION TYPE: Report - Research

SUBJECT DESCRIPTORS: Agency Cooperation, State Departments of Education, Correctional Institutions, Surveys

ABSTRACT: This document reports the results of a survey to determine the status of interagency agreements between state-level departments of education and corrections. A listing of the 20 states surveyed plus an analysis of 8 state-level agreements is presented. (MAS, 7/23/82)

PUBLISHER: Northwest Special Education Learning Resources System
University of Oregon
1590 Willamette St.
Eugene, Oregon 97401
(503) 686-5641

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0720; PAA #12-AK-04-01

A-202

TITLE: The Role of The School Psychologist Relative to Comprehensive Multidisciplinary Assessment: The State of the Art

AUTHOR: Latham, Glenn

DATE: November 11, 1981 PP: 61 LANGUAGE: English

PUBLICATION TYPE: Reports -- Descriptive
Information Analyses

SUBJECT DESCRIPTORS: School Psychologists, Educational Assessment, Interprofessional Relationship, Educational Resoponsibility

ABSTRACT: This technical assistance paper, developed for the state education agency on the island of Guam, reflects (1) the "state of the art" as it relates to Comprehensive Multidisciplinary Assessment (CMA) and the role of the school psychologist, and (2) conditions in the Guam educational system relative to CMA and the role of the school psychologists. The paper is intended to serve as an awareness document which can alert the SEA to the concerns of the school psychologists as they relate to what might be done to strengthen SEA service and improve working relationships between the SEA, the schools, the psychologists, and the students who need special services. It is also intended as a stimulus document to encourage and give direction to constructive dialogue between all parties concerned.

Part I examimes the current literature on the topics of comprehensive assessment, the role of the school psychologist and the need for continuing professional development of school psychogists. Part II identifies eight conditions in the Guam educational system which impact on the availability of psychological services to schools and offers recommendations to improve each condition. (MAS, 8/20/82)

PUBLISHER: Northwest Regional Resource Center
University of Oregon
Eugene, Oregon

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0720; PAA #12-GU-01-01

TITLE: Specific Learning Disabilities: Technical Assistance Paper 4

SERIES: Technical Assistance Papers: A Series on PL-94-142 and Related Oregon Laws

AUTHOR: Warnock, Nancy

DATE: January, 1982 PP: 20 LANGUAGE: English

PUBLICATION TYPE: Guides -- Nonclassroom Use; Regulatory Materials

SUBJECT DESCRIPTORS: Learning Disabilities, Evaluation Methods, Compliance (Legal)

ABSTRACT: As part of its responsibility to monitor Public Law 94-142 and related Oregon laws and regulations, the Oregon Department of Education is developing this series of technical assistance papers to help with school district compliance. The series is designed to provide concise, practical information, including explanations of the laws and regulations, answers to frequently asked questions, sample forms and checklists. Outlined in this report are the minimum requirements, from federal and Oregon regulations, for evaluation to determine specific learning disabilities (SLD).

Appendices include a suggested procedural timeline, a sample evaluation compliance checklist, a sample multidisciplinary team report form for determining SLD eligibility, and a matrix of tests helpful in assessing SLD students (MAS, 7/23/82)

PUBLISHER: Northwest Regional Resource Center
Eugene, Oregon

AVAILABLE FROM: Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0720; PAA #12-OR-02-02

B-560

TITLE: State of Washington Physical Education for Handicapped Individuals Inservice Training Modules

AUTHOR(S): DePauw, Karen P.; Brown, C. Andrea

DATE: 1981 PP: 272 LANGUAGE: English

PUBLICATION TYPE: Reference Materials -- General
Guides -- Classroom Use

SUBJECT DESCRIPTORS: Physical Education, Disabilities, Inservice Teacher Education, Federal Legislation, Individualized Programs, Mainstreaming

ABSTRACT: Seven training modules, originally developed to be used in conjunction with inservice training workshops provided for the State of Washington, are included in this document. Each module contains valuable information regarding the provision of physical education services to handicapped individuals. There is also an extensive listing of resources, both print and non-print, which may be of use to physical education personnel. The modules cover such topics as: continuum of services available to the handicapped in Washington state, mainstreaming, teacher competencies; definitions and descriptions of handicapping conditions; assessment and evaluation including data collection and descriptions of instruments; IEPs including the IEP process, the writing of objectives and suggestions for IEP implementation; individualized instruction; federal regulations, state guidelines, and relevant court decisions. (MAS, 8/20/82)

PUBLISHER: 1. Northwest Regional Resource Center, University of Oregon, Eugene, Oregon;

2. Department of Physical Education for Women Washington State University

CREDITS: U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Education for the Handicapped; Contract No. 300-80-0720; PAA #12-WA-03-03

F-453

TITLE: A Study of Interagency Services at Fairview Hospital and Training Center

PREPARER: Northwest Regional Resource Center

DATE: August, 1981 PP: 177 LANGUAGE: English

PUBLICATION TYPE: Report -- Research

SUBJECT DESCRIPTORS: Severe Disabilities, Residential Institutions, Referral Placement, Mainstreaming, Models, Agency Cooperation

ABSTRACT: This report, prepared for the Special Schools and Services Division of the Oregon Department of Education, is the result of an investigation of the current procedures and issues which are manifest in the special education program system at Fairview State Hospital and Training Center. It offers recommendations or alternatives which address the existing difficulties relevant to the referral, evaluation and placement of handicapped youth at Fairview. The special areas of study included:

1. State and local agency program responsibilities
2. State and local agency financial responsibilities
3. Interagency collaboration
4. Placement in the LRE
5. Alternative plans in the interagency process for children placed in Fairview

The extensive appendices include copies of Oregon's existing interagency agreements, state regulations and guidelines, state organizational charts, and survey forms used to gather information about similar programs around the country. (MAS, 8/20/82)

PUBLISHER: Northwest Regional Resource Center
University of Oregon
1590 Willamette St.
Eugene, Oregon 97401

CREDITS: U.S. Department of Education, Office of Special Education; Contract No. 300-80-0720; PAA #12-OR-03-01

TITLE: The Changing Nature of Assessment in Public Schools: Trends

AUTHOR(S): Zeller, Richard W.

DATE: 1982 PP: 18 LANGUAGE: English

PUBLICATION TYPE: Reports -- Feasibility

SUBJECT DESCRIPTORS: Educational Assessment

ABSTRACT: It is the purpose of this paper to examine trends in assessment and to develop from those trends possible futures statements about where assessment in public schools might be in ten years, or so. Economic, social/political, legal and professional factors which seem to be influencing trends in assessment will be reviewed. Examples of assessment approaches are offered. (author, 1982)

PUBLISHER: Northwest Regional Resource Center
University of Oregon
1590 Willamette Street
Eugene, Oregon 97401

RELATED DOCUMENT(S): Report from the July 1982 Assessment Conference (A-213)

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services, Special Education Programs; Contract #300-80-0720

A-213

TITLE: Report from the July 1982 Assessment Conference

EDITOR(S): Moore, Caroline J.; Zeller, Richard W.

DATE: July, 1982 PP: 109 LANGUAGE: English

PUBLICATION TYPE: Collected Works -- Conference Proceedings

SUBJECT DESCRIPTORS: Educational Assessment, Cultural Pluralism

ABSTRACT: This report provides a written record of the Northwest Regional Resource Center's Assessment Conference in Eugene, Oregon, July, 1982. The papers delivered at the conference are included and topics cover school psychologist roles, bilingual/bicultural issues in assessment, assessment systems, and legal issues in assessment. A list of presenters and a list of participants may be found at the end of this publication. (author, 7/82)

PUBLISHER: Northwest Regional Resource Center
University of Oregon
1590 Willamette Street
Eugene, Oregon 97401

RELATED DOCUMENT(S): The Changing Nature of Assessment in Public Schools: Trends (A-211)

CREDITS: U. S. Department of Education, Office of Special Education and Rehabilitation Services; Special Education Programs; Contract #300-80-0720